

**THE INFLUENCE OF USING HERRINGBONE TECHNIQUE TOWARD  
STUDENTS' READING COMPREHENSION IN RECOUNT TEXT AT THE FIRST  
SEMESTER OF THE EIGHTH GRADE AT SMP N 17 BANDAR LAMPUNG IN THE  
ACADEMIC YEAR OF 2017/2018**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S1-Degree**

**By**

**SEPTI NURLINDA  
1311040037**

**Study Program : English Education**

**Advisor : Drs.Mukti Sy,M.Ag**

**Co-Advisor : Yulan Puspita Rini M.A**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN LAMPUNG STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2017**

**ABSTRACT**  
**THE INFLUENCE OF USING HERRINGBONE TECHNIQUE TOWARD**  
**STUDENTS' READING COMPREHENSION IN RECOUNT TEXT AT THE**  
**FIRST SEMESTER OF THE EIGHTH GRADE AT SMP N 17 BANDAR**  
**LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**

By  
**SEPTI NURLINDA**

Reading is one of necessary skill that should be mastered by students because it can help students to acquiring knowledge and get information. Based on the preliminary research, the researcher found that the students at SMP N 17 Bandar Lampung faced difficulty in reading comprehension especially in recount text. The researcher applied Herringbone technique to solve this problem. herringbone technique is structured outlining procedure designed to help students organize and remember important information in a text by using a herringbone format can facilitate the students to obtain the important information by asking six very basic comprehension questions. The objective of this research is to find out whether the use of herringbone technique can improve students' ability in reading comprehension of recount text at eighth grade student of SMP N 17 Bandar Lampung in the academic year of 2017/2018.

The research design was quasi experimental design. The sample of this research was 64 students taken from eight grade of SMP N 17 Bandar Lampung which was chosen through cluster random sampling technique. The sample of this research was two classes consisting of 32 students for experimental class and 32 students for control class. In the experimental class, the researcher used herringbone technique and in control class the researcher used lecturing technique to teach students. The treatments were held in 3 meetings in which 2 x 40 minutes for each class. In collecting the data, the researcher conducted pre-test and post-test by serving a multiple choice test which consists of 20 items for each test. The data were analyzed by using SPSS to compute independent sample t-test.

The result of statistical calculation, the mean score of pre-test in experimental class is 55.47 and 75.16 for post-test. Meanwhile, the mean score of pre-test in control class is 51.88 and 60.47 for posttest. Moreover, in the table of hypothetical test, it can be seen that  $Sig = 0.000$  and  $\alpha = 0.05$ . It proved that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted because  $Sig < \alpha = 0.000$ . In the other words, herringbone technique could significantly improve students' reading comprehension of recount text at eighth grade student of SMP N 17 Bandar Lampung in the academic year of 2017/2018.

**Keywords:** Reading comprehension, recount text, directed reading activity (DRA) strategy.



**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Address: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289*

**APPROVAL**

**Title : THE INFLUENCE OF USING HERRINGBONE  
TECHNIQUE TOWARD STUDENT'S READING  
COMPREHENSION IN RECOUNT TEXT AT THE  
FIRST SEMESTER OF EIGHTH GRADE OF SMP N 17  
BANDAR LAMPUNG IN THE ACADEMIC YEAR  
2017/2017**

**Student's Name : Septi Nurlinda  
Student's Number : 1311040037  
Study Program : English Education  
Faculty : Tarbiyah and Teacher Training**

**APPROVED**

to be tasted and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, State University of Islamic Studies,  
Raden Intan Lampung

**Advisor,**

  
**Mukti Sy, M.Ag**  
**NIP. 195705251980031005**

**Co-Advisor,**

  
**Yulan Puspita Rini, MA**  
**NIP. 19860712015032003**

**The Chairperson,  
of English Education Study Program**

  
**Meisuri, M.Pd**  
**NIP. 198005152003122004**





**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Address: Jl. Letkol H. Endro Suratmin Sukarama Bandar Lampung Telp. (0721)703289*


**ADMISSION**

A thesis entitled: **THE INFLUENCE OF USING HERRINGBONE TECHNIQUE TOWARD STUDENT'S READING COMPREHENSION IN RECOUNT TEXT AT THE FIRST SEMESTER OF EIGHTH GRADE OF SMP N 17 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2017/2017**, By: **Septi Nurlinda, NPM: 1311040037**, Study Program: **English Education**, was tested and defended in the examination session on **Friday, January 05<sup>th</sup> 2018**.

**Board of Examiners:**

**The Chairperson : Meisuri, M.Pd** (.....)

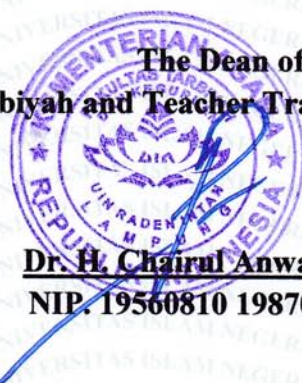
**The Secretary : Deri Herdawan, M.Pd** (.....)

**The Primary Examiner : Agus Hidayat, M.Pd** (.....)

**The First Co-Examiner : Mukti Sy, M.Ag** (.....)

**The Second Co-Examiner : Yulan Puspita Rini, MA** (.....)

**The Dean of  
Tarbiyah and Teacher Training Faculty**

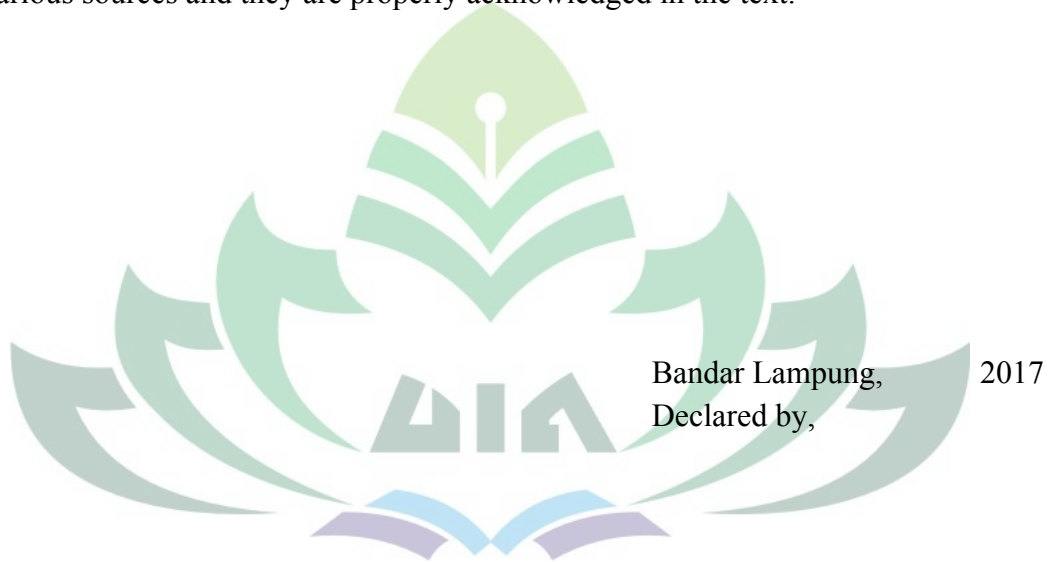


**Dr. H. Chairul Anwar, M.Pd**  
**NIP. 19560810 198703 1 001**



## DECLARATION

Hereby, I state this thesis entitled “the Influence of Using Herringbone Technique Toward Students’ Reading Comprehension In Recount Text at The Eighth Grade Of SMP N 17 Bandar Lampung in the Academic Year of 2016/2017” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

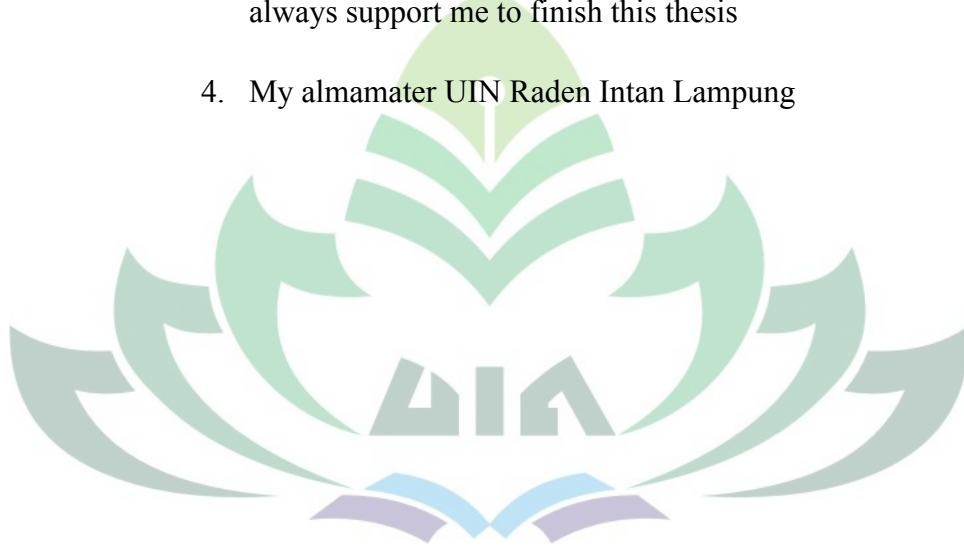


Septinurlinda  
NPM. 1311040037

## DEDICATION

From the depth of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to :

1. My beloved Father and Mother, Mr. Nazerli and Mrs. Aidawati, I cannot say anything because a thousand words nothing means to your kindness, I just can say I really proud of having you as my parents.
2. My beloved brother Angga prayoga, Ari yansah and Rodezia zerly who always give me support and motivation.
3. My beloved friends zero point zero one (fathya elrahma S.pd, Puput septiani S.Pd, Dewi yuliani S.Pd, Heni Aprina S.Pd) who always support me to finish this thesis
4. My almamater UIN Raden Intan Lampung



## **CURRICULUM VITAE**

The name of the researcher is Septi Nurlinda. She is called Septi. She was born on september 05th, 1995 in Kotaagung, Tanggamus. She is the Second child of Mr. Nazerli Mrs. Aidawati. She has three beloved brothers and sister, their names are Angga Prayoga ,Ari Yansayah and Rodesia Zerly.

She accomplished her formal education Elementary School at SD N 1 Padjajaran finished in 2007. After that she continued her school at Junior High School at MTS Negeri 1 kotaagung in 2010. After that she continued her school at MAN 1 Kotaagung finished in 2013. After that she continued her study in The State Islamic University of Raden Intan Lampung (UIN) as the students of English Study Program Of Tarbiyah And Teacher Training Faculty.

The Researcher

Septi Nurlinda



## ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “the Influence of using herringbone technique towards students’ reading comprehension in recount text at the first semester of the eighth grade of SMP N 17 Bandar Lampung in the Academic Year of 2017/2018 is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of IAIN Raden Intan Lampung.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of IAIN Raden Intan Lampung.
3. Mukty Sy, M.Ag the first advisor, who has patiently guided and directed the researcher until the completion of this thesis well.

4. Yulan Puspita Rini , M.A, the second advisor, who has patiently guided and helped in correcting and giving countless time for the researcher to finish this thesis well.
5. All lecturers of English Department of IAIN Raden Intan Lampung who have taught the researcher since the beginning of her study.
6. Hasmiarni M.Pd., the Headmaster of SMP Negeri 17 Bandar Lampung for allowing the researcher to conduct the research.
7. English teacher of SMP Negeri 17 Bandar Lampung, Hermiati S.Pd for being helpful during the research process and giving suggestion during the research and the students at the second semester of the eighth grade of SMP Negeri 17 Bandar Lampung for allowing to carry out the research in their institution and for giving the contribution and being cooperative while the researcher was conducting the research there.
8. The researcher's parents: Nazerli and Aidawati, the researcher's brother and sister Angga prayoga, Ari yansah and Rodezia zerly who always give me support and motivation.
9. The researcher's beloved friends : Berta ismasari, Melya, Sulina, Rani, Eva, Salama, Linggar, Ramadhoni, and zero point zero one thanks for your friendship and for all of the researcher's friends of English Program of UIN Raden Intan Lampung, especially Class A thank you for your help and motivation that given to researcher.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.





## LIST OF TABLES

	Page
Table 1    The Scores of the Students' recount Text Reading Comprehension Test From first Semester of the Eighth Grade in 2016/2017 Academic Year .....	4
Table 2    Pre And Post test Design.....	31
Table 3    The population of the Students at the Eighth Grade of SMPN 17 Bandar Lampung in the Academic Year of 2015/2016 .....	33
Table 4    The Specification of Pre Test for Try Out.. .....	36
Table 5    The Specification of Post Test for Try Out.....	36
Table 6    The Specification of Pre Test after Validity .. .....	36
Table 7    The Specification of Post Test after Validity .....	36
Table 8    Result of Normality Control and Experimtal Class.. .....	36
Table 9    Result of Homogeneity Test .. .....	36
Table 10   Result of Hypothetical Test .. .....	36

## LIST OF APPENDICES

<b>Appendices</b>	<b>Page</b>
Appendix 1 The Result of Interview For The English Teacher in The Preliminary Research.....	46
Appendix 2 The Result of Interview For The Students' in The Preliminary Research .....	48
Appendix 3 Students' Score Recount Text in Reading Comprehension of Students at The Smp Negeri 17 Bandar Lampung in The Academic Year of 2017/2018 .....	52
Appendix 4 Test Instrument of Pre Test for Try Out .....	58
Appendix 5 Test Instrument of Post Test for Try Out .....	58
Appendix 6 Test Items for of Pre test after validity .....	58
Appendix 7 Test Items for of Post test after validity .....	58
Appendix 8 Syllabus.....	74
Appendix 9 Lesson Plan Experimental Class .....	77
Appendix 10 Lesson Plan Control Class.....	100
Appendix 11 Form of Construct Validity for Reading Test .....	58
Appendix 12 Result of Pre Test Validation by Using ANATES .....	128
Appendix 13 Result of Post Test Validation by Using ANATES .....	129
Appendix 14 Result of Post Test in Experimental Class by Using SPSS.....	155
Appendix 15 Result of Post Test in Control Class by Using SPSS .....	154
Appendix 16 Result of Pre Test in Control Class by Using SPSS.....	152
Appendix 17 Result of Pre Test in Experimental Class by Using SPSS .....	153

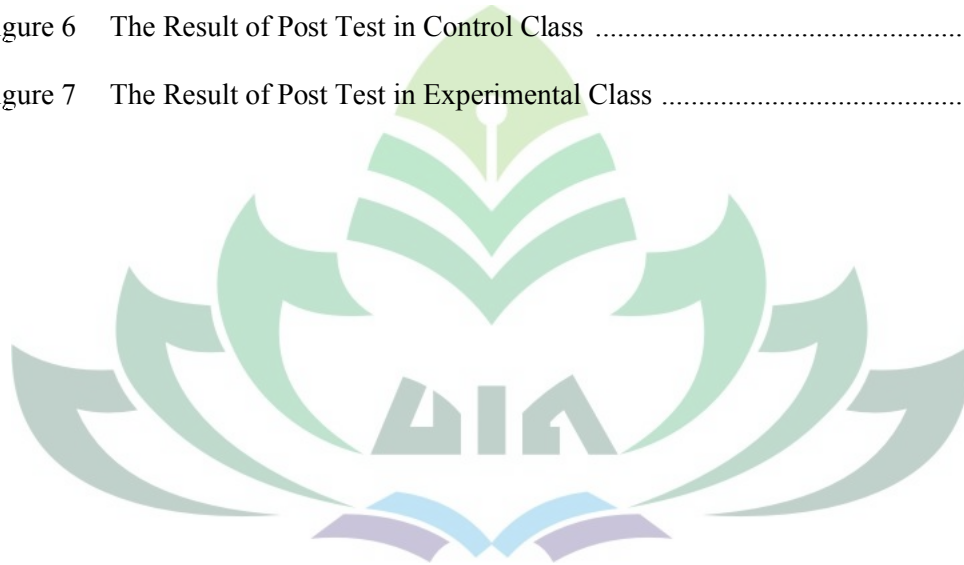
Appendix 18	Result of Homogeneity Test .....	153
Appendix 19	Result of Normality Test .....	153
Appendix 20	Result of Hypotetical Test.....	153
Appendix 21	Students' Score in Control and Experimental Class .....	151
Appendix 22	Documentation of the research.....	145
Appendix 23	Students' Answer Sheet in Control and Experimental Class .....	145





## LIST OF FIGURES

		<b>Page</b>
Figure 1	The Generic Structures of Recount Text .....	17
Figure 2	Example of Recount Text .....	18
Figure 3	Format of Herringbone .....	21
Figure 4	The Result of Pre Test in Control Class .....	21
Figure 5	The Result of Pre Test in experimental Class .....	21
Figure 6	The Result of Post Test in Control Class .....	21
Figure 7	The Result of Post Test in Experimental Class .....	21



## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>TABLE OF CONTENTS.....</b>	<b>ii</b>
<b>LIST OF TABLES .....</b>	<b>vi</b>
<b>LIST OF APPENDICES .....</b>	<b>vii</b>
<b>LIST OF FIGURES .....</b>	<b>viii</b>

### **CHAPTER I INTRODUCTION**

A. Background of the Problem .....	1
B. Identification of the Problem .....	5
C. Limitation of the Problem.....	5
D. Formulation of the Problem.....	6
E. Objective of the Research.....	6
F. Uses of the Research.....	6
G. Scope of the Research.....	7

### **CHAPTER II REVIEW OF LITERATURE**

A. Concept of Teaching English as a Foreign Language	8
B. Concept of Reading.....	10
C. Concept of Reading Comprehension.....	11
D. Concept of Genre of Text .....	13
E. Concept of Recount Text.....	16
1. Definition of Recount Text.....	16
2. Generic Structure of a Recount Text .....	16
3. Language Feature of a Recount Text.....	17
F. Reading Comprehension of Recount Text.....	19
G. Concept of Herringbone Technique .....	21
1. Definition of Herringbone Technique.....	21

2. Procedure of Teaching Reading Comprehension of Recount Text through Herringbone Technique.....	23
3. The Advantages of Herringbone Technique .....	24
4. The Disadvantages of Herringbone Technique.....	27
H. Concept of Lecturing technique .....	25
1. Definition of Lecturing Technique.....	25
2. Teaching Reading Comprehension of Recount Text through Lecturing Technique.....	26
3. The Advantages of Lecturing Technique .....	26
4. The Disadvantages of Lecturing Technique.....	27
I. Frame of Thinking.....	28
J. Hypothesis .....	29

### CHAPTER III

### RESEARCH METHODOLOGY

A. Research Design .....	30
B. Variable of the Research.....	31
C. Operational Definition of Variable .....	32
D. Population, Sample and Sampling Technique.....	33
1. Population .....	33
2. Sample of the research .....	34
3. Sampling Technique .....	34
E. Data Collecting Technique .....	34
F. Instrument of the Research .....	35
G. Research Procedure .....	38
H. Scoring Procedure.....	40
I. Validity .....	41
1. Content Validity.....	41
2. Construct Validity.....	41
3. Item Validity .....	42



J. Reliability .....	42
K. Data Analysis.....	43
1. Fulfillment of the Assumption.....	43
a. Normality Test .....	44
b. Homogeneity Test.....	44
2. Hypothetical test .....	45

## **CHAPTER VI      RESULT AND DISCUSSION**

A. Result of the Research.....	
1. Result of Pre test in Control Class .....	52
2. Result of Pre test in experimental Class.....	53
3. Result of Post test Control Class.....	54
4. Result of Post test Experimental Class .....	55
5. Result of Normality Test.....	55
6. Result of Homogeneity Test.....	56
7. Result of Hypothetical Test .....	57
B. Discussion .....	59

## **CHAPTER V      SUGGESTION**

A. Conclusion .....	61
B. Suggestion.....	43

## **REFERENCES**

## **APPENDICES**

## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

People always use language in their communication. Every country has different language that is used for communication among people. Language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into large units e.g. morphemes, words, sentences, utterances<sup>1</sup>. Language can be used in many forms, primarily through oral and written communication as well as using expression of body language. Therefore language has very important role in life because language is a tool for communication. Without language, it is impossible for everyone to gain knowledge, have interaction each other or learn. In this term, people use language as a media of communication.

There are many languages in the world, one of them is English. English as a foreign language is generally taken to apply to the students who are studying general English at school and institute in their own country or as transitory visitor in target language country.<sup>2</sup> It means that although English is not used for communication in their daily lives, there are many people learn English. Nowadays, there are many people study

---

<sup>1</sup> Jack C. Richards, et. al, *Longman Dictionary Pf Applied Linguistics*. (Hongkong: Longman group, 1985) p.311.

<sup>2</sup> Jeremy Harmer. *How to Teach Writing*, (New York: Longman,2009) p.39.

English in formal and non formal because they realize that English is important for life.

There are four language skills in teaching English. They are listening, speaking, reading and writing. One of important skill that should be mastered in English is reading. Patel states that reading is most useful and important skill, this skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit.<sup>3</sup> It means that reading is the most important activity in language class.

Even though reading has become a part of student daily activity, guiding student for reading especially in recount text is not easy. Many of the students do not have good motivation and difficulties to find information when reading. When the writer did her preliminary research at SMP N 17 Bandar Lampung), the writer found that students' ability in reading comprehension is still low.

It is based on the interview done to English teacher, Miss. Hermiati, by giving the questions about the problem faced by the teacher, the technique used by the teacher and the students' comprehension. The teacher explained that most of students at SMP N 17 Bandar Lampung had little exposure of English to their real life situation.

The students often have difficulties in reading activities at classroom. Although students read the text, they cannot comprehend the text because they lack vocabulary

---

<sup>3</sup> M.F Patel. *English Language Teaching*, (Jaipur:Sunrise Publisher and Distributors,2008) p.113.

and difficult to find information in reading comprehension. It happen because the teacher used the lecturing technique when teaching at the class.

Instead of interviewing the English teacher, the writer also interviewed students of eighth grade of SMP 17 Bandar Lampung by giving the questions about problems faced by the students and about the technique used by the teacher. The students said that they only read a text but did not understand what they read and difficult to do exercise and find the information from the recount text and also the technique that is used by the teacher is not interesting.

Based on the result of preliminary research, the writer found that many students of SMP 17 Bandar Lampung at the first semester of eleventh grade have difficulties in understanding the recount text. It can be seen on table below:

**Table 1**  
**The Scores of the Students' Recount Text Reading Comprehension Test from First Semester of the Eighth Grade in the Academic Year of 2017/2018**

No	Student's score	Class									Number of students	Percentage
		VII I A	VII I B	VII I C	VII I D	VII I E	VII I F	VII I G	VII I H	VII I I		
1	>	8	7	6	2	9	21	5	13	10	81	31,25 %
2	≤	22	25	26	26	23	11	20	19	20	194	68,75 %
Total		30	32	32	28	32	32	27	32	30	275	100 %

*Source: Document of SMP N 17 Bandar Lampung in the Academic Year of 2017/2018*

From table 1, it can be seen the students who got score  $>73$  were 31.25 %. It is lower that students who got score  $\leq 73$  that consist of 68.75 %. From the table above, it can be assumed that student's reading comprehension at eighth grade of SMP N 17

Bandar Lampung is still low. It happened because the students' motivation is still low and the technique applied by teacher is not interesting.

There are many kinds of good teaching technique which can be applied by the teacher in reading comprehension. One of them is herringbone technique. According to Bouchard, Herringbone technique is the graphic organizer supports comprehend of text by providing a framework upon which the who, what, when, why, where, and how questions can be visually organized in relation to the main idea.<sup>4</sup> It means herringbone technique is concept to comprehend task that creates a framework for students to take note and sort information. This technique can increase students' achievement in learning recount text by answering the question based on topics that are going to read.

Based on the previous study by Mardiyani, she used herringbone technique to improve student's reading comprehension in narrative text. Herringbone is the technique to help student find important information and main idea in a text by seeking answer six comprehension question on a diagram. The result indicates the students reading comprehension on narrative text improve though herringbone technique.<sup>5</sup>

---

<sup>4</sup> Bouchard M, *Comprehension Strategies For English Language Learners* ,Scholastic Inc, 2005,p;53.

<sup>5</sup> Mardiyani, apriliaswati, bunau. *Improving Students's Reading Comprehension On Narrative Text Ythought Herringbone Technique*, ( Pontianak : UNTAN, 2014) p.8.

The writer uses this technique in her research. It is expected that the students will be more active and their reading skill will increase. Based on the background above, writer will conduct a research entitled “The influence of using herringbone technique towards students reading comprehensions in recount text at the first semester of the eighth grade of SMP N 17 Bandar Lampung”.

### **B. Identification of the Problem**

Based on the background of the problem, the researcher identified the problem as follow:

1. The students find difficulties in reading comprehension
2. The students’ reading motivation is low
3. The technique applied by teacher is boring

### **C. Limitation of the Problem**

In this research the researcher focuses on the students’ recount text reading comprehension and the use of herringbone technique for teaching recount text.

### **D. Formulation of the Problem**

Based on the limitation of the problem above, the researcher formulates the problem as follows: Is there a significant influence of using herringbone technique towards students’ reading comprehension in recount text at the first semester of the eighth grade of SMP N 17 Bandar Lampung in the Academic Year of 2017/2018



### **E. Objective of the Research**

The objective of the research is to know whether there is a significant influence of using herringbone technique towards reading comprehensions in recount text at the first semester of the eighth grade of SMP N 17 Bandar Lampung in the Academic Year of 2017/2018

### **F. Uses of the Research**

The researcher expects the result of the research can be used:

#### **a. For the Teacher**

1. Herringbone technique as an alternative technique teaching learning process is a good solution to be applied of the eighth grade in the first semester of SMP N 17 Bandar Lampung to improve their reading comprehension
2. To give information to the teacher about influence of Herringbone technique in reading comprehension

#### **b. For the Students**

1. To give motivation to the students about learning English, especially in reading comprehension
2. To develop the students' competent in reading comprehension by using Herringbone technique

## **G. Scope of the Research**

The researcher limits this study as follows:

1. Subject of the research

Subject of the research was the students at the eighth grade of SMP N 17 Bandar Lampung in the Academic Year of 2017/2018

2. Object of the research

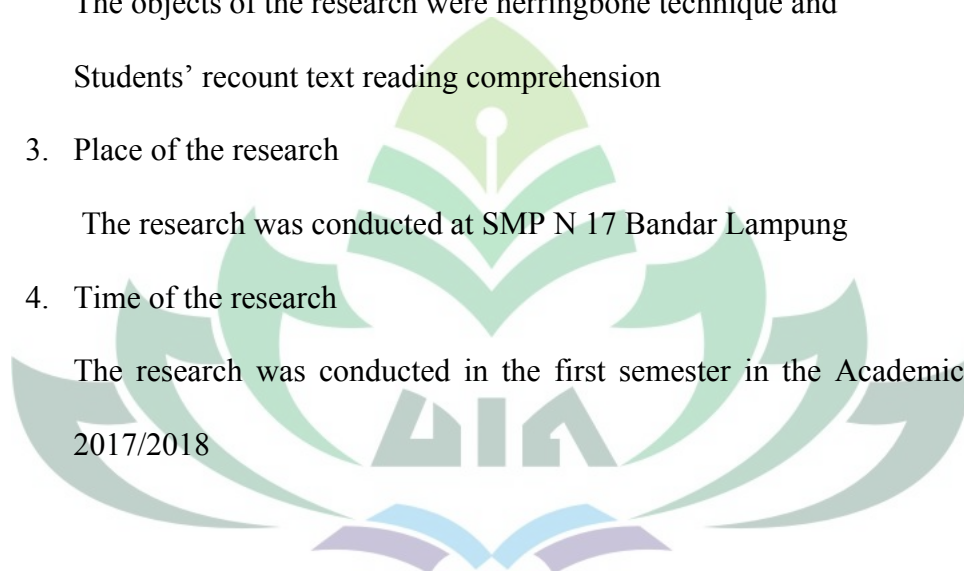
The objects of the research were herringbone technique and Students' recount text reading comprehension

3. Place of the research

The research was conducted at SMP N 17 Bandar Lampung

4. Time of the research

The research was conducted in the first semester in the Academic Year of 2017/2018



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Frame of Theory**

##### **1. Concept Teaching English as a Foreign Language**

Language is the institution whereby humans communicate and interact with one another by means of habitually used oral auditory arbitrary symbols.<sup>1</sup> It means that people use language to communicate to one another in their daily life. It is also used to express someone's opinion or ideas that have been transferred and arranged into message by using language.

Teaching is the systematic activity which includes many components. Every component cannot be separated, but it has to be run together dependently and continually. For the reason, it is necessary for having a good management in teaching. It should be considered about the ability of the teacher in managing the class, his/her skills, and also the professionalism of the teacher so that teaching goal can be achieved. In addition, teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. Our understanding of how the learners learn will determine our philosophy of education, teaching style, approach, methods, and classroom technique. According to Brown, teaching is showing or

---

<sup>1</sup> M.F Patel. *English language teaching*, (Jaipur: Sunrise Publisher and Distributors, 2008), p.29.

helping someone to learn how to do something.<sup>2</sup> It means that teaching is given instruction, guiding in studying something, providing with knowledge and causing understanding.

Harmer states that, “English as foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country.”<sup>3</sup> It means that students only have chance to practice English in the school and institution. In this case the teachers are also demanded to encourage students to practice English every time in their daily activities.

In Indonesia, English is learned at schools and people do not speak the language in the society.<sup>4</sup> Learning English as a foreign language is not so difficult if the learners do a lot of practice and are exposed to situation that contains English elements in it. The students should practice their English regularly both inside the classroom and outside the classroom. It means that, in Indonesia, English becomes a foreign language. Therefore, English is very important to be learned by students in elementary school up to university.

---

<sup>2</sup>H. Douglas Brown, *Teaching Principle of Language Learning and Teaching* (London : Longman, 1980), p.5.

<sup>3</sup>Jeremy Harmer, *How to Teach Writing*, (New England: Pearson Education Limited, 2004),p.39.

<sup>4</sup>Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.22.

## 2. Concept of Reading

According to Patel reading is an active process which consists of recognition and comprehension skill.<sup>5</sup> It means that reading is process which is done by the reader to comprehend and get the information from printed text. By reading the students also can understand what the writers mean.

Harmer defines that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.<sup>6</sup> It means that reading is an important activity in reading text. The readers also need to understand what they read, and what they word mean. It can make the readers are easier to get main ideas from the text and their reading activity will be success.

Reading is something of many use take for granted.<sup>7</sup> It means that by reading we can understand everything. Another definition stated that reading would best be developed in association with writing, listening, and speaking activity.<sup>8</sup> It means that reading should be better if it is combined with other English skills. Reading process should be related to writing, listening and speaking activities.

---

<sup>5</sup> M.F Patel and Praveen M. Jain, English Language Teaching (Methodes, Tools & Techniques) (VaishaliNagar : Sunrise, 2008) , p.113.

<sup>6</sup> Jeremy Harmer. *How to Teach English*, (London : Person Education Limited. 1998), p.70.

<sup>7</sup> William Grabe, *Reading in A second language; Moving from Theory to Practice*, (New York: Cambridge University Press,2009), p.4.

<sup>8</sup> H. Douglas Brown. *Teaching by Principle, An Interactive Approach to Language Padagogy*, ( London: Pearson Education. 2001), p.298.

Based on those theories, the researcher concludes that reading is the readers activity in order to get information and comprehend from printed text using eyes and brain to understand what the writer thinks in his or her writing. It can be understood that reading is very important skill for students. It needs thoughts in the ability in making sense of the text that is being read. Reader's background knowledge of the world will influence their achievement in reading comprehension.

### **3. Concept of Reading Comprehension**

Comprehension is an active process in the construction of meaning and the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one<sup>9</sup>. It means that comprehension is process activity to get the meaning from text or knowledge from vocabulary that active process.

Comprehension is the center of reading.<sup>10</sup> According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting

---

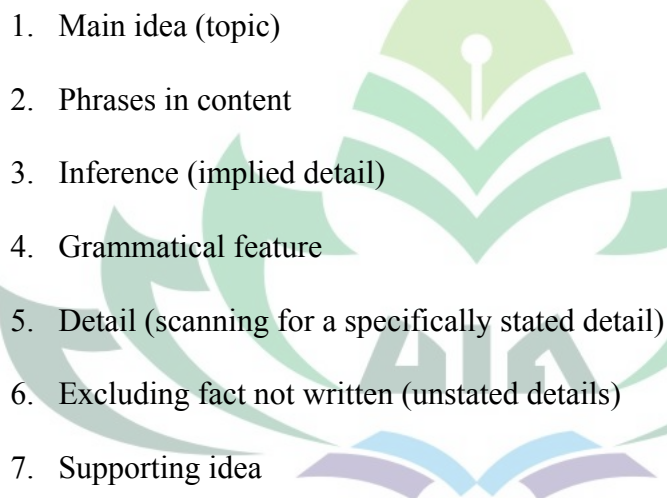
<sup>9</sup>Elizabeth pang, S. muaka.Angaluki.Benbardt.B.ElizabethKamil, L machel. *Teaching reading*, (Chicago: internasional academy of education. Series-12,2003), p.14.

<sup>10</sup> Karen Tankersley, *Threads of Reading : Strategy for Literacy Development*, (Beauregard: Library of Congress Cataloging in Publication Data, 2003), p.90.



pronunciations to meaning, and finally connect these words into idea units.<sup>11</sup> It means that comprehension is ability of someone to make sense of the context based on what he or she reads or hears. It is way in which someone interprets the text.

The comprehension skills categories are cumulative, in that one is built on the others. There are some criteria commonly used in measuring students' reading comprehension ability, they are :

- 
1. Main idea (topic)
  2. Phrases in content
  3. Inference (implied detail)
  4. Grammatical feature
  5. Detail (scanning for a specifically stated detail)
  6. Excluding fact not written (unstated details)
  7. Supporting idea
  8. Vocabulary content.<sup>12</sup>

those descriptions, the researcher concludes that reading comprehension is an active process in the construction of meaning and the process of deriving meaning from connected text, comprehension is interaction process between the reader and the text

---

<sup>11</sup> Joanne Schudt Caldwell, *Comprehension Assessment a Classroom Guide*, (New York: the Guilford Press, 2008), p.5.

<sup>12</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York :Pearson Education, 2004), p.206.

to comprehend the words. Reading comprehension is the reader ability to take information or message from paragraph or reading text including, the ability to deal with questions related to main idea, inference, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

#### 4. Concept of Genre of Text

According to Siahaan, text is a meaningful linguistic unit in a context.<sup>13</sup> In other words text is character and the words that have meaning. According to Anderson, types of text in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure and recount. These variations are known as genre.<sup>14</sup> However, Gerot and Wignel classify the genre into thirteen types. They are ;

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

3. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

---

<sup>13</sup>SanggamSiahaan&KisnoShinoda, *Generic Text Structure* (Yogyakarta :GrahaIlmu, 2008), p.1.

<sup>14</sup> Mark Anderson and Kathy Anderson, *Text Types in English 2* (South Yarra: Macmillan ,2003), p.3-5.

#### 4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

#### 5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

#### 6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

#### 7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

#### 8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

#### 9. Description

Description text is a text to describe a particular person, place or thing

#### 10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

#### 11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

## 12. Discussion

Discussion text is a text to present (atleast ) two points of view about an issue.

## 13. Reviews

Review a text to critique an art work or event for a public audience.<sup>15</sup>

Based on those explanations, the researcher concludes, there are many kinds of texts, each of characteristics have different characteristics and purpose. To find the common characteristics in text, we first compare text-type in terms of social purpose, and the structure and language feature which achieve that purpose. Sets of text-type which have similar purposes, and therefore use similar structures and language feature, can be categorized into families.

---

<sup>15</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*.(New South Wales: GerdStabler, 1994), p.192.

## 5. Concept of Recount Text

### a. Definition of Recount Text

According to Anderson, a recount is a piece of text that retell past events, usually in order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred.<sup>16</sup> It means that recount text is retelling the experiences in the past and give information to the readers about the past events.

According Pardiyo, recount is text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.<sup>17</sup> It means recount text is a text that tell about events or experiences in the past and the aim is to give information or entertain the reader.

According to definitions above, it can be concluded that recount text is used to retell story that happens in the past and it can be past experience. The aim is to give information or to entertain the reader or audience.

### b. Generic Structure of a Recount Text

Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which

---

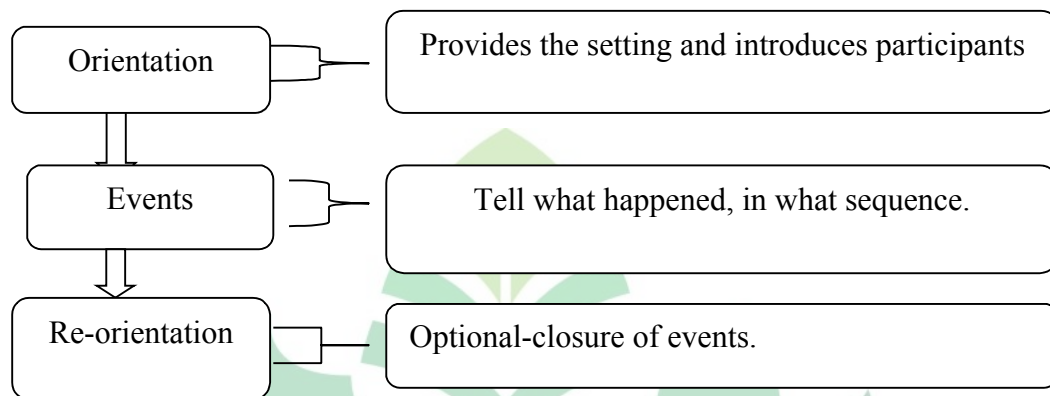
<sup>16</sup> Mark Anderson and Kathy Anderson, *Text Types in English*, (Macmillan, South Yarra, 1997,) p. 48

<sup>17</sup>Pardiyo, *PASTI BISA Teaching Genre-Based Writing*,(2007), p.116

states personal comment of the writer.

According to Gerot and Wignell the generic structures of recount consist of orientation, events, and Re-orientation.<sup>18</sup> It can be showed in the figure 2 below:

**Figure 2**  
**The Generic Structures of Recount**



#### **a. Language Features of Recount Text**

1. Introducing personal participant (I, my group, etc,)
2. Using chronological connection (First, then, next, etc,)
3. Using linking verb ; (Was, were, saw, heard, etc,)
4. Using action verb ; (Walked, visited, swam, played, brought, bought etc,)
5. Using simple past tense ; (S + V2), saw, went, etc.<sup>19</sup>

<sup>18</sup>. Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*.(New South Wales: GerdStabler, 1994), p.194.

<sup>19</sup> Th. M.sudarwati and eudia grace, *Pathway to English 1*, (PtGeloraAksara Pratama:Erlangga2014), p.14.



**Figure 3**  
**Example of Recount Text**

**My Holiday In Bandung**

**Orientation**

Last year, I went to Bandung. I spent my holiday there. I went to Bandung by train. The train schedule from Cirebon was at 08.00 AM and arrived in Bandung at 12.00 a.m

**Events**

In the first day, I went to Bandung zoo because I loved animals. The ticket price was only Rp 25.000. The animals there were very complete.

In the second day, I went to geological museum and talked with the guide about geology. It made me understood about geology. I saw rocks collection there. After that, I went to Bandung train station because I had to go home to Cirebon.

**Reorientation**

My holiday in Bandung was only two days but It was a very interesting holiday.

<http://contohcontohteks.blogspot.co.id/2016/03/recount-text-kumpulan-contoh-recount.html>

## 6. Reading Comprehension of Recount text

According to Anderson, recount is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred.<sup>20</sup> It means that recount text is retelling the experiences in the past and gives information to the readers about the past events.

Students analyzed the topic of the first paragraph, seeing the title, looking at the picture if any, and skimming the paragraph to get the general description of the text. Students also could improve their reading comprehension in understanding argument through questioning the students could use 5 W + 1 H (What, who, where, when, why and how) question words to help them understood the information of recount text.

Clarifying helped students to comprehend the use of simple past tense, modal, and connective words in recount text. Through summarizing, students could improve their reading comprehension in understanding recount text. The students summarized recount text by pointing out the important information, analyzing the author suggestion or solution of the issue presented in the text.

---

<sup>20</sup>Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Macmillan Education Australia PTY LTD, 1998), p.24.

Based on Brown's theory, especially in reading, there are some criteria are commonly used in measuring students' reading comprehension, they are:

1. Main idea (topic)
2. Expression / idioms / phrases in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)
7. Supporting idea
8. Vocabulary in context.<sup>21</sup>

Based on those explanations, the researcher concluded that reading comprehension of recount text is the ability to comprehend the reading material that give information to the readers, retelling the experience or event in the past, by presenting the supporting arguments with good ability to deal with questions related to main idea, expression/idiom, inference, grammatical features, detail, excluding facts not written, supporting idea and vocabulary in context.

---

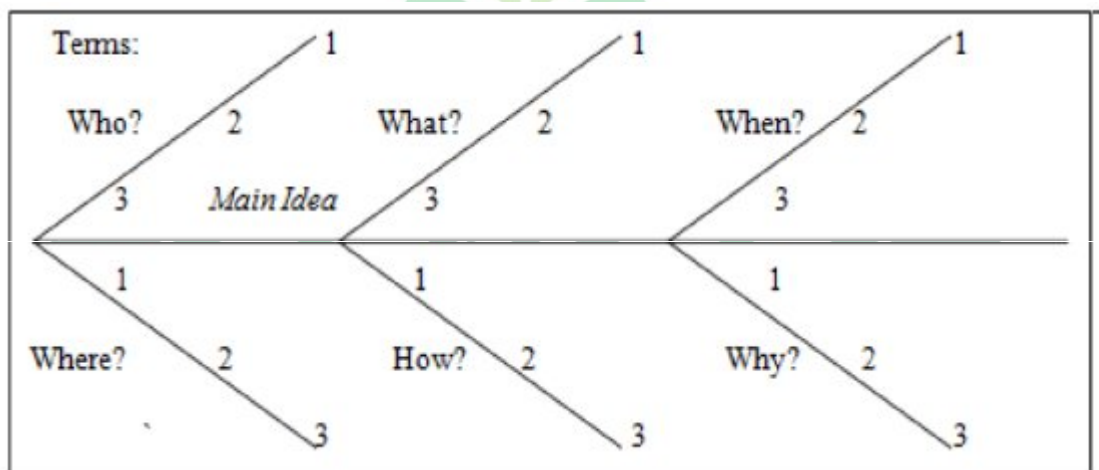
<sup>21</sup>H. Douglas Brown, *Language Assessment : Principles and Classroom Practices*, (New York : Pearson Education, 2004)p. 206.

## 7. Concept of Herringbone Technique

### a. Definition of Herringbone Technique

Tierney states that herringbone technique is structured outlining procedure designed to help students organize and remember important information in a text by using a herringbone format can facilitate the students to obtain the important information by asking six very basic comprehension questions : who? What ?where? How? and why?<sup>22</sup>.

**Figure 3**  
**Format of herringbone**



1. Who is the text talking about?
2. What did they do?
3. When did they do it?

<sup>22</sup>YuliaRizkiRamadhani and YuswinHarputra, *A Comparative Study Between Teaching Reading Comprehension Of Narrative Text By Using The Herringbone Technique (HT) And The Context Clues Strategy To The Eighth Grade Students Of SMP Negeri 3 Padangsidempuan*, (Journal of Research & Method in Education, Volume 6 (2), 2012), p.2 Available Online At [www.iosrjournals.org](http://www.iosrjournals.org) (accessed on January 2<sup>nd</sup> 2017)

4. Where did they do it?
5. How did they do it?
6. Why did they do it?

Based on the statement above, it means that the herringbone is used to help the students identify the main idea and the related supporting ideas of the lesson, text or concept. It contains six questions that help students organize the detail of the text.

According to Deegan, herringbone technique is a technique that develops comprehension of the main idea by plotting who, what, when, where, how, and why question on a visual diagram a fish skeleton.<sup>23</sup> Based on statement, it means that herringbone technique can make the students active in learning because the activities more focus on fish skeleton six question the students comprehending.

Jones states, that herringbone technique is a kind of graphic organized strategy in reading comprehension to organize main idea and the related idea of a lesson by containing six questions the answer of the questions organized in the herringbone pattern the information can lead the readers to get the topic of the text that they

---

<sup>23</sup>Andi Yusuf Kurniawan And Drs. Indrawati,M. Hum, *The Effectiveness of Herringbone Technique To Teach Reading Of Narrative Text*,2016, *Journal of English Language Teaching*, (Journal of English language teaching, volume 5(2), 2016), p.2 available on [Http://JounalUnnes.Ac.Id/Sju/Index.Php/Elt](http://JounalUnnes.Ac.Id/Sju/Index.Php/Elt) (accessed on January 6<sup>th</sup> 2017)

read<sup>24</sup>. It means that herringbone technique can make the students to get main idea from the text.

According to the Bounchard herringbone is graphic organizer supports comprehension of text by providing a framework upon which the who, what, when, why, where, and how questions can be visually organized in relation to the main idea.<sup>25</sup> It means herringbone technique is concept to comprehend task that creates a framework for students to take note and sort information

In summary, herringbone technique is a kind of technique for teaching reading comprehension by providing a structured outline to help students identify the main idea and the related supporting idea of the text by plotting who, what, when, where, how and why questions on a visual diagram of a fish skeleton.

#### **b. Procedure of Teaching Reading Comprehension of Recount Text through Herringbone Technique**

According to Bounchard, procedures of herringbone technique are :

- 1) Select a text for students to read, and make small group for the activity
- 2) Draw a diagram of herringbone on the board or overhead

---

<sup>24</sup>DesimaRafain, zainuddinAmir,YuliTiarina, *The effect of herringbone technique on students' reading comprehension in recount text*, (Journal of English Language Teaching, Volume 2 (1), 2012), p.2 available on [www.researchgate.net](http://www.researchgate.net) (accessed on January 9<sup>th</sup> 2017)

<sup>25</sup>Bouchard M, *comprehension strategies for English language learners* ,(New York:Scholastic Inc, 2005), p54.



3) Discuss how the smaller bones (details) are attached to the backbone (main idea) of the fish, which serves as the foundation. Then explain how they all work together to provide structure (comprehension) to the whole body (text).

4) Explain to students that they will be asked to look for information that answers the following questions:

Who is the text talking about?

What did they do?

When did they do it?

Where did they do it?

How did they do it?

Why did they do it?

5) Allow time for students to read the text.

6) Give them copies of the diagram and ask them to record the answers to the questions on it. This can be done as a whole-class discussion activity.

7) Show students how the information is organized around a main idea.

8) Using the information on the diagram, students formulate a main idea. The main idea is written on the diagram.

9) After the students learn the procedure, they can complete the diagram on their own.

10) The teacher asks the students to submit their work and ended the class<sup>26</sup>.

---

<sup>26</sup>*Ibid.*

### **c. Advantage of Herringbone Technique**

There are some advantage of Herringbone Technique such as :

1. The students will be more active in the class especially in reading. When they do the steps of herringbone technique in reading, they will have activities that make them active in the class.
2. Herringbone technique also makes the students enthusiastic in reading a text, because they just focus on the simple question.
3. In discussion process the students can share the information about the text that they have already read.
4. The activities in reading make students fresh and out of boring reading.
5. Herringbone technique activities makes students are easier of find the main idea of the text<sup>27</sup>

### **d. Disadvantage of Herringbone Technique**

There are some disadvantage of Herringbone Technique such as :

1. When students learn material with help of graphic presentations, note taking will be decreased. As a result, the lack of a comprehensive guide those students can refer to when revising material may affect their performance.

---

<sup>27</sup>Chykasuriani and jufri, *teaching reading by using herringbone technique at junior high school*, (jurnal of English language teaching, Volume A (1), 2013), p.6 available on [elt.oxfortjournals.org](http://elt.oxfortjournals.org) (accessed on march 9<sup>th</sup> 2017)

2. Impact on feedback, some instructors find creating an answers key for a graphic organizer to be time consuming. They use organizers to encourage discussion but do not correct each student's organizer upon completion; as a result, students may miss out on receiving valuable feedback<sup>28</sup>

## **8. Concept of Lecturing Technique**

### **a. Definition of Lecturing Technique**

Lecturing technique is often indispensable, particularly in large classes with hundreds of students; it is inaccurate because an effective lecture one that induces effective processing in one's students can be a successful method of teaching.<sup>29</sup> Its mean that lecturing technique is effective lecture one that induces effective processing in one's students can be a successful method of teaching.

Clark says in the journal that lecturing technique is a commonly used approach that involves presenting specific information for the majority of class time, allowing little opportunity for student interaction and expects students to have mastered the information by the time of the exam.<sup>30</sup> Lecturing technique is the process of teacher that involves presenting specific information in the class.

---

<sup>28</sup>Herber, H. L. *Teaching reading in the content areas (2<sup>nd</sup> ed )*. (englewood cliffs, NJ:Prentice Hall. 1978), p.125.

<sup>29</sup>Robert A. Bjork, *Successful Lecturing: Presenting Information in Ways That Engage Effective Processing* (Wiley Periodicals, Inc, 2002), p.19.

<sup>30</sup>Jana Hackathorn, *The Effective Teaching*, (journal of The Effective Teaching ,Volume 11, ( 2),2011), p.43 available on journals.sfu.ca (accessed on march 9<sup>th</sup> 2017)

Based on the explanation before, it can be concluded that it is a teaching technique where and instructor as a central, focus of information transfers and present information for the students to learn. It is important to focus on what the students need to know at their stage, rather than everything the lecturer knows about topic.

### **b. Procedures of lecturing technique**

There are some procedures of lecturing technique:

1. Presenting information, in the learning process the teacher as a central for students to get information, the teacher explains what they will learn.
2. Clarifying topics and discussed the teacher tell the students what is recount text by encoring students to think about the text
3. The teacher asks the students to read recount text
4. Finally, the teacher will asks the students to answer the questions<sup>31</sup>

### **c. Advantages of Lecturing Technique**

There are some advantages of lecturing technique, such as:

- 1) The proper perspective and orientation of a subject can be presented and the general outline of scope of the subject can be brought out.
- 2) Many facts can be presented in a short time in an impressive way.
- 3) The lecture can stimulate very good interest in the subject.
- 4) Greater attention could be secured and maintained, as interest leads to attention.

---

<sup>31</sup> Irma Yunita, *The Influence Of Using Collaborative Strategic Reading(CSR) Toward Students's Reading Comprehension In Descriptive Text At The First Semester Of The Eighth Grade Of Mts Darul Huda Bandar Lampung*, English education of IAIN raden intan lampung 2016

- 5) Spoken word has greater weight than mute appeal by books.
- 6) The language may be made suitable to all the members of the audience.
- 7) Lecture can present a number of facts belonging to different subjects and also

#### **d. Disadvantages of Lecturing Technique**

- 1) It is waste of time to repeat the matter already present in books.
- 2) The teacher to make the lecture impressive may care more for manner and style but very little for matter or content.
- 3) If the lecture is very fast, the pupil cannot easily take notes and will not have any written record of the salient points made out.
- 4) In the process of lecturing, the learners are more passive than be active in class.
- 5) There is no cooperation and interaction between the teacher and pupils in the lecture process.<sup>32</sup>

#### **B. Frame of Thinking**

Based on the theories, the writer assumes that herringbone technique will increase students motivation to learn, help the students to understand the information from the text, and the students also will brought into interesting situation and enjoyable situation. So the students will be easier to comprehend the meaning and find out the Information and main idea of the text.

---

<sup>32</sup>GurpreetKaur, *Study and Analysis of Lecture Model of Teaching*, (Journal of Educational Planning & Administration Volume 1 (1), 2011), p.4 available on International journal (accessed on march 11<sup>th</sup> 2017)

Based on the frame of the theories above, the writer concludes that an English teacher must have technique to teach English. It can motivate the students in learning English. Herringbone technique will help the students understand the connection between supporting detail to identity information and main idea. This technique is a useful graphic organizer for students to organize information in recount text, as we know that to comprehend the recount text the readers should be manage, main idea and supporting idea.

Herringbone is a reading technique that can be applied to improve reading comprehension. It is a technique that develops comprehension of the main idea by plotting who, what, when, where, why and how question on a visual diagram of a fish skeleton. Using the answer to the WH questions, students write the main idea across the backbone of the fish diagram easily. For recount text this technique is particularly well suited. It means that herringbone is a good technique to increase the students' ability in reading comprehension of recount text.

### **C. Hypothesis**

Based on the formulation of the problem the writer would like to make hypotheses as follows:

Ha : there is significant influence of using herringbone technique toward students' reading comprehension in recount text at the first semester in eighth grade of SMP 17 Bandar Lampung in the Academic Year of 2017/2018

Ho: there is no significant influence of using herringbone technique toward students' reading comprehension in recount text at the first semester in eighth grade of SMP 17 Bandar Lampung in the Academic Year of 2017/2018



## **CHAPTER III RESEARCH METHODOLOGY**

### **A. Research Design**

In this reaserch, the researcher used experimental design. According to Setiyadi, experimental design is intended to find the relation of variables in valid which can be used to search the conclusions in general.<sup>1</sup> Experimental design is the general plan to carry out a study with and active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.<sup>2</sup> It means that experimental design is a research design that is used to find the influence of one variable to another.

The researcher used quasi experimental research design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.<sup>3</sup> It means that we do not have the opportunity for random assignment of

---

<sup>1</sup> Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p.135.

<sup>2</sup> Donald Ary, Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*. Eight Edition, (Canada: Wadsworth), p.301.

<sup>3</sup> John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, ( Boston: Pearson, 2012), p. 309.



students to special groups in different conditions, it would disrupt the classroom learning.

In this research, the researcher selected two classes, first class as a control class and second class as an experimental class. The researcher used pre-test and post-test group design.<sup>4</sup> The researcher's design can be presented in table 2:

**Table 2**  
**Pre and Posttest Design**

Select Control Group	Pretest	No Treatment	posttest
Select Experimental Group	Pretest	Experimental Treatment	posttest

In this research, the students was given pre-test to know their reading comprehension of recount text before treatment and posttest after the treatment by using herringbone technique in experimental class and by using lecturing technique in control class. The pretest and posttest were conducted for control and experimental class.

### **B. Variable of the Research**

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organizations studied.<sup>5</sup> There are two variables in this research namely: independent variable and dependent variable. An independent variable is presumed to effect (at least partly cause) or somehow influence at least one other variable. The dependent variable

---

<sup>4</sup> *Ibid*

<sup>5</sup> *Ibid.* p. 112.

“depends on” what the independent variable does to it, how it affects it.<sup>6</sup> The independent of this research is herringbone technique (X), and the dependent variable is students’ reading comprehension of recount text (Y).

### **C. Operational Definition of Variable**

The operational of variable in this research are :

#### **1. Independent Variable (X)**

Herringbone technique is structured outlining procedure designed to help students organize and remember important information in a text by using a herringbone format that can facilitate the students to obtain the important information by asking six very basic comprehension questions : who? What ? When? Where? How? And why?.

#### **2. Dependent Variable (Y)**

Students’ reading comprehension of recount text is the ability to comprehend the reading material that give information to the readers, retelling the experience or event in the past, by presenting the supporting arguments with good ability to deal with questions related to main idea, expression/idiom, inference, grammatical features, detail, excluding facts not written, supporting idea and vocabulary in context.

---

<sup>6</sup> Jack R, Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill,2008), p.42.

## D. Population, Sample and Sampling Technique of the Research

### 1. Population

According to Fraenkle and Wallen population is large groups to which one hopes to apply the result<sup>7</sup> Thus, the population in this research is all students at the eighth grade of SMPN 17 Bandar Lampung 2016/2017 which consist of 275 that are divided into nine classes. Based on those statements, all the classes are the population in this research. the population of the students at the Eighth of SMPN 17 Bandar Lampung in the academic year of 2016/2017 can be seen in table 3.

**Table 3**  
**The Population of the Students at the Eighth Grade**  
**of SMPN 17 Bandar Lampung in the Academic Year of 2017/2018**

No	Class	Gender		Number of Students
		Male	Female	
1.	VIII A	15	15	30
2.	VIII B	16	16	32
3	VIII C	25	7	32
4	VIII D	12	16	28
5	VIII E	11	21	32
6	VIII F	13	19	32
7	VIII G	17	10	27
8	VIII H	12	20	32
9	VIII I	18	12	30
<b>Total</b>		<b>139</b>	<b>136</b>	<b>275</b>

*Source: Document of SMPN 17 Bandar Lampung in the Academic Year of 2017/2018*

---

<sup>7</sup> Jack R, Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research and Education* (Singapore: McGraw-Hill book co 2008), p.90.

## 2. Sample of the Research

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.<sup>8</sup> In this research, the researcher took two classes as the sample of the research, VIII E as the experimental class, and VIII C as control class.

## 3. Sampling Technique

In getting the sample from population, the researcher used cluster random sampling technique. The selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.<sup>9</sup> The researcher conducted the research at the eighth grade consists of nine classes. The steps in determining the experimental class and control class as follows:

- a. The first, the researcher made a kind of lottery.
- b. Second, the researcher provided 9 pieces of small paper which each piece was the name of each class then the researcher rolled them up and put them into a glass.
- c. Third, the researcher shook the glass and took two pieces of the paper.
- d. Next, the first paper was VIII E as the experimental class and the second paper was VIII C as control class.

---

<sup>8</sup> Jack R. Fraenkel, *How to design and evaluate research in education*, (New York: McGraw-Hill, 2009) , p.105.

<sup>9</sup> Jack R, Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education* (8th ed) (New York: McGraw-Hill Companies, Inc,2009), p.95.

### **E. Data Collecting Technique**

In collecting the data, the researcher used some techniques, they are:

#### **1. Pretest**

The pretest was given before the treatment. It was done by reading comprehension the recount text based on the provided topics. The researcher gave pretest to the students in control class and the experimental class to measure their reading comprehension recount text before treatment. In pretest the students were asked to answer reading comprehension test in form multiple choice questions about recount text based on the provided topics that consisted of the result of the try-out was gained with four alternative options 60 minutes for time allocation

#### **2. Posttest**

The posttest done after the students in experimental and control class were given the treatment. It was done to know the students' reading comprehension recount text after they were taught by using herringbone technique. It was administered after treatment given to measure the influence of using herringbone technique towards students' reading comprehension of recount text . In the posttest the students also were asked to answer reading comprehension test in form of multiple choice questions about recount text based on the provided topics that consisted of 20 items with four alternative options and 60 minutes for time allocation.

## F. Instrument of Research

This research used multiple choice question (MCQ) as a tool for testing in order to know students' reading comprehension on recount. The text content 20 items with four alternative options. The test was aimed to measure students' reading comprehension on recount text. In measuring the students' reading comprehension, the test used language assessment theory. Some specifications commonly used in measuring reading comprehension are : main idea (topic), expression / idiom/ phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content.<sup>10</sup> The researcher prepared the instrument in the form of multiple choice questions. The specification pretest and posttest before validity test can be seen in Table 4 :

**Table 4**  
**Table of Specification of Pre Test for Tryout**

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main idea (topic)	Students determine the main idea of the passage.	6,36	1,9,17	5
2	Inference (implied detail)	Students can find what is inference in the passage.	8,14,30,32	7	5
3	Grammatical feature	Students can find grammatical feature in the	22,34	5,11,21	5

<sup>10</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco :Longman, 2003), p.206

		passage.			
4	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	4,12,20,38	3,	5
5	Excluding fact not written (unstated details)	Students can find unstated in passage.	24,40	15,19,25,	5
6	Supporting idea	Students can find supporting idea to support the main idea	2,10,28	23,27	5
7	Vocabulary in context	The students know each words	16,18,26	13,33	5
8	Expression/idiom/pharse in context	The students know Expression/idiom/pharse in context	-	29,31,35,37,39	5
Total					40

Based on the table 4 above, the total of pretest items before validity 40 items with 21 even numbers and 19 odd numbers.

**Table 5**  
**Table of Specification of Post test for Tryout**

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main idea (topic)	Students determine the main idea of the passage.	4,14,32	17,23	5
2	Inference (implied detail)	Students can find what is inference in the passage.	6,8,16	27,29	5
3	Grammatical feature	Students can find grammatical feature in the	21,22	19,25,37	5

		passage.			
4	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	12,18	9,11	4
5	Excluding fact not written (unstated details)	Students can find unstated in passage.	10	3,15,35	4
6	Supporting idea	Students can find supporting idea to support the main idea	20,26,28, 40	1,13	6
7	Vocabulary in context	The students know each words	2,34,39	5,7,31	6
8	Expression/idiom/ph rase in context	The students know Expression/idiom/p hrase in context	24,30,36, 38	33	5
Total					40

Based on the table 5 above, the total of the post test items before validity 40 items with 21 even numbers and 19 odd numbers.

**Table 6**  
**Table of Specification of Pre test after Validity test**

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main idea (topic)	Students determine the main idea of the passage.	6	1,9	3
2	Inference (implied detail)	Students can find what is inference in the passage.	8,14,32	-	3



3	Grammatical feature	Students can find grammatical feature in the passage.	-	11, 21	2
4	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	4,12,20	3	4
5	Excluding fact not written (unstated details)	Students can find unstated in passage.	24	15,19,25	4
6	Supporting idea	Students can find supporting idea to support the main idea	2	-	1
7	Vocabulary in context	The students know each words	16,18	-	2
8	Expression/idiom/ph rase in context	The students know Expression/idiom/p hrase in context	-	31	1
Total					20

Based on the table 6 above, the total of pretest items after validity 20 items with 12 even numbers and 8 odd numbers.

**Table 7**  
**Table of Specification of Post test after Validity test**

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main idea (topic)	Students determine the main idea of the passage.	4,14	-	2
2	Inference (implied detail)	Students can find what is inference in the passage.	6	29	2

3	Grammatical feature	Students can find grammatical feature in the passage.	22	21,37	3
4	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	12	9,11	3
5	Excluding fact not written (unstated details)	Students can find unstated in passage.	10	3,35	3
6	Supporting idea	Students can find supporting idea to support the main idea	20,40	1	3
7	Vocabulary in context	The students know each words	2	7,39	3
8	Expression/idiom/ph rase in context	The students know Expression/idiom/p hrase in context	24	-	1
Total					20

Based on the table 7 above, the total of post test items after validity 20 items with 10 even numbers and 10 odd numbers.

## G. Research Procedure

There were three steps were done in conducting this research. They were :

### 1. Planning

#### a. Determining the subject of the research

The subjects of the research were the students at the first semester of the Eighth grade of SMPN 17 Bandar Lampung.

b. Preparing try-out

The researcher prepared a kind of test (called try-out test) that was given to the students. The researcher prepared try-out test for pre-test and post-test. Then the researcher evaluated the test items that were tested in pre-test and post-test.

c. Preparing pre-test

The researcher prepared pre-test that was given to the students. The pre-test was given based on the questions select in the try out.

d. Determining the material to be taught

The researcher determined the material to be taught to the students, that was reading comprehension of recount text. The researcher gave treatment using herringbone technique for Experimental class and lecturing technique for Control class.

e. Preparing post-test

The researcher prepared a kind of test (called post-test) that was given to the students. By giving post-test, the researcher know the students' improvement in their reading ability in comprehending English text or not.

## 2. Application

After making the plan, the researcher applied the research procedure that was already planned. There were some steps in doing this research, they were

- a. In the first meeting, the researcher gave try-out.

This test in the form of recount text that consisted of 40 items. This test was given to the students which do not become the sample of the research.

- b. In the second meeting, giving the pre-test

Giving pretest to the control class and experimental class, it was taken from the result of try-out test. It means that only the valid and reliable test item used in the pre test.

- c. After giving the pre test to the students, the researcher conducted. In control class conduct a treatment with teacher's technique (lecturing technique) in the experimental class the treatment using herringbone technique.

- d. In the last meeting, the researcher gave post-test.

The test was multiple choice with 4 options a, b, c and d. Only the valid and reliable items that were used.

## 3. Reporting

The last step that should be done in the research procedure was reporting. There were as follows:

1. Analyzing the data received from try-out
2. Analyzing the data received from pre-test and post-test

3. Making a report based on the findings.

### **H. Scoring Procedure**

Before getting the score, the researcher determined the procedure used in scoring the students' work. In order to do that, the researcher used Arikunto's formula.<sup>11</sup> The scores of post test and pre test was calculated by using the following formula :

$$S = \frac{r}{n} \times 100$$

Notes :

S = Score of test

r = Total of right answer

n = Total items

### **I. Validity**

A good test is the test that has validity. The validity test is conducted to check whether the test measures what is intended to be measured.<sup>12</sup> It means that a good test must have validity so the test can measure the aspects that will be measured. To measure whether the test has good validity or not, the researcher used the content validity and construct validity.

---

<sup>11</sup>Arikunto Suharmin, *Dasar – dasar Evaluasi Pendidikan*, (Jakarta : Bina Aksara, 1989). p. 271.

<sup>12</sup> Hughes Arthur, *Testing for Language Teacher*, Second Edition, (Cambridge, Cambridge University Press, 2003), p.26.

## 1. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.<sup>13</sup> It means that content validity is the level validity of the instrument that can be taken from course textbooks, syllabus, objectives, and the judgments of subject matter specialists. To get content validity, the test adapted with the tex tbook and based on the syllabus for the eighth grade of junior high school.

## 2. Construct Validity

Best and Kahn say that Construct validity is the degree to which scores on a test can be accounted for by explanatory construct of sound theory.<sup>14</sup> It means that construct validity is showing the measurement used contained correct operation definite, which is based on the theoritical concept.

In this research, the researcher administered the test whose the scoring covered eight aspect of reading they are : main idea, Expression/idiom/phrase in context, inference, supporting idea, grammar, vocabulary, detail, excluding fact not written. At the beginning of activity, the researcher conducted validity of the test. To make sure, the researcher consulted to the English teacher of SMP N 17 BANDAR LAMPUNG

---

<sup>13</sup> John W. Best and James V. Kahn, *Research in Education* (7th ed) (New Delhi, PrenticeHall, 1995), p.219

<sup>14</sup> *Ibid*, p.219

HERMIATI S.Pd as validator, for determining whether the test has obtained construct validity or not. It can be seen in Appendix 9.

### 3. Item Validity

Item validity was appropriateness of a given test or any of its component parts as a measure of what it is purposed to measure.<sup>15</sup> Item validity was used to measure whether the items of the test were valid or not. In this research used anates to calculate the data which is taken from try.

### 4. Reliability

Reliability means that the data can be reliable. Reliability refers to the consistency of test scores. According to Creswell, Reliability means that score from an instrument are stable and consistent.<sup>16</sup> Reliability refers to consistency of the test. Reliability means that score from an instrument are consistent and reliable. In this research the researcher used ANATES to know reliability of test. From calculate of ANATES, it can be drawn a conclusion that the result of reliability for pretest has a high reliability because the result of reliability value to 0.65 and the result of post test amounts to 0.72. it means that reliability of the test in research was reliable.

The criteria of reliability test are :

0.800 – 1.000 = Very high reliability

0.600 – 0.800 = High reliability

---

<sup>15</sup> Glendfulcher and fred Davidson, *language testing assessment*, (new York : rouledge 2007), p.8

<sup>16</sup> John w. Creswell. *Op.Cit* p. 159

0.400 – 0.600 = Medium reliability

0.200 – 0.400 = Low reliability

0.00 – 0.200 = Very low

## **J. Data Analysis**

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They were normality test and homogeneity test.

### **1. Fulfilment of the Assumptions**

The data gained were statistically analyzed by using strategies and steps as the following:

#### **a. Normality Test**

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not.<sup>17</sup> In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test were formulated as follows:

$H_0$  : The data are normally distributed.

$H_a$  : The data are not normally distributed.

---

<sup>17</sup> Budiyo, *Statistika untuk penelitian*. (Surakarta: University press. 2004), p.170.



While the criteria of acceptance or rejection of hypotheses for normality test are as follows :

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

### **b. Homogeneity Test**

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity employing Levene statistic test.

The hypotheses for the homogeneity tests are formulated as follows:

$H_0$  = the variances of the data are homogenous

$H_a$  = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

## **2. Hypothetical Test**

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher used independent sample t-test. In this case, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for hypothetical of test. The purpose of using SPSS in this case to practicality and efficiency in the study.

The hypotheses are :

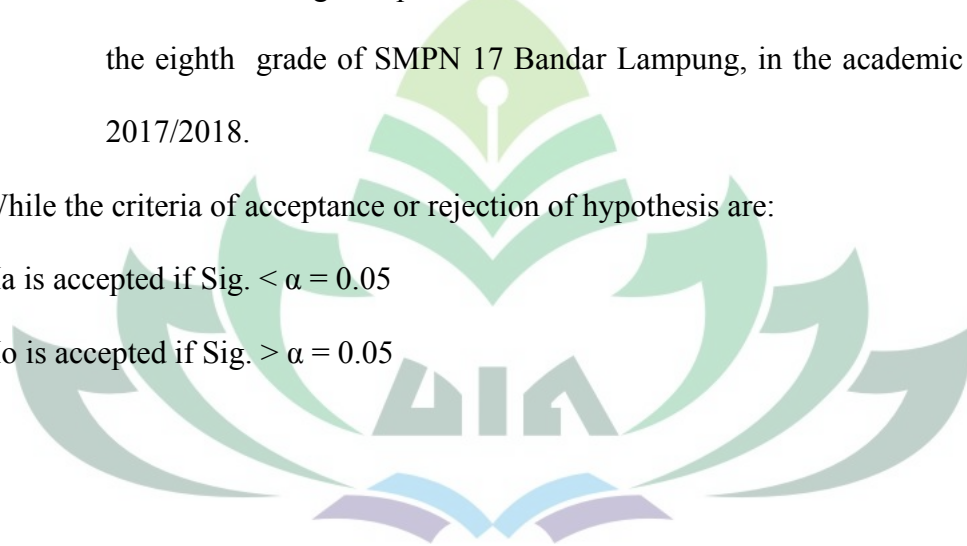
Ha : There was a significant influence of using herringbone technique towards students' reading comprehension of recount text at the first semester of the eighth grade of SMPN 17 Bandar Lampung, in the academic year of 2017/2018.

Ho : There was no significant influence of using herringbone technique towards students' reading comprehension of recount text at the first semester of the eighth grade of SMPN 17 Bandar Lampung, in the academic year of 2017/2018.

While the criteria of acceptance or rejection of hypothesis are:

Ha is accepted if  $\text{Sig.} < \alpha = 0.05$

Ho is accepted if  $\text{Sig.} > \alpha = 0.05$



## CHAPTER IV RESULT AND DISCUSSION

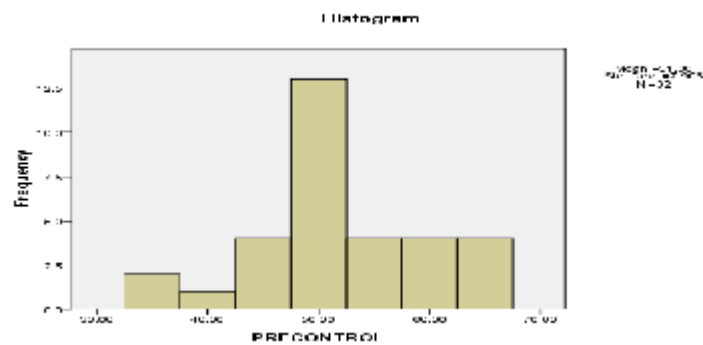
### A. Result of the Research

The researcher got the data in the form of score. The score was derived from pre-test and post-test. The pre-test was held on October 12, 2017. In pre-test, the researcher gave the task for students before treatment and in the post-test the researcher gave the task for student to answer the question after treatment.

#### 1. Result of pre-test in Control Class

The pre-test was administrated in order to know students' reading comprehension before the treatments was given. It can be seen from the pre-test score of students' reading comprehension in the control and experimental class. The result of pre-test in control class can be seen in figure below.

**Figure 4**  
**The result of pre-test in control class**

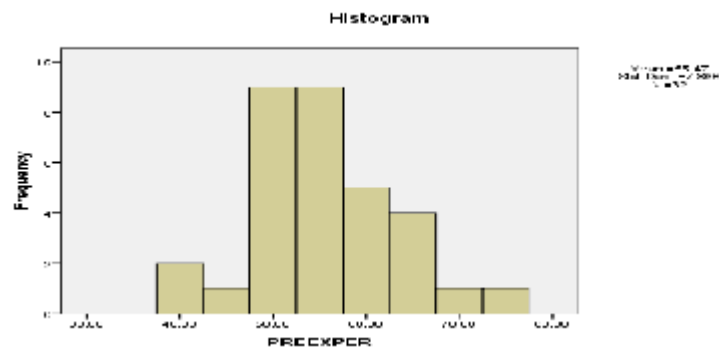


Based on figure 1, the mean of pre-test in control class is 51.88, standard deviation was 7.906, N was 32. It showed students' reading comprehension before they got treatments.

## 2. Result of pre-test in Experimental Class

The writer also gave pre-test in experimental class to see students' reading comprehension before they got treatments. The score of pre-test in experimental class are presented in figure 2.

**Figure 5**  
**The result of pre-test in experimental class**

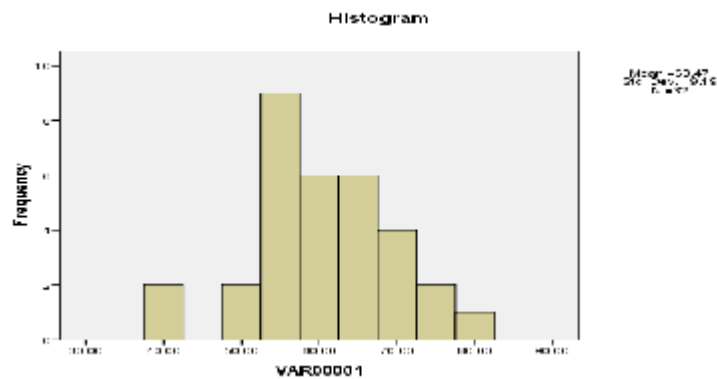


Based on figure 2, the mean of pre-test in experimental class is 55.47, standard deviation is 7.866, N is 32. It shows students' reading comprehension before they got treatments.

### 3. Result of Post-test in Control Class

The post-test was administrated in order to know students' reading comprehension after the treatments was given. It can be seen from the post-test score of students' reading comprehension in control class and experimental class. The result of post-test in control class can be seen in figure below.

**Figure 6**  
**The result of post-test in control class**

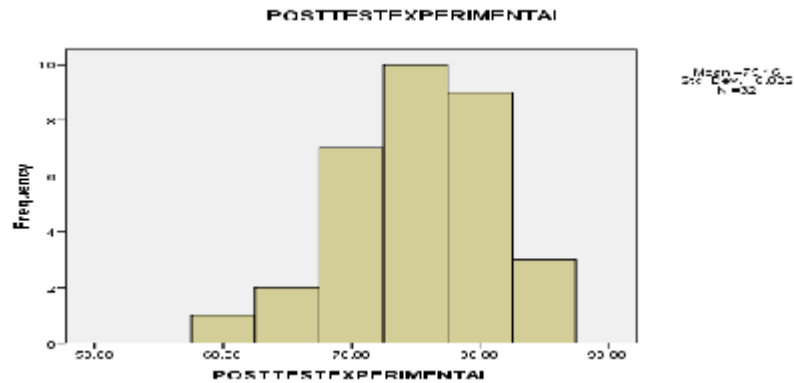


Based on figure 3, the mean of post-test in control class is 60.47, standard deviation is 9.19, N is 32. It shows students' reading comprehension after they were taught with lecturing technique as the treatment.

### 4. Result of Post-test in Experimental Class

The writer also gave post-test in experimental class to know students' reading comprehension after the treatments was given. The scores of post-test in experimental class can be seen in figure below.

**Figure 7**  
**The result of post-test in experimental class**



Based on figure 1, the mean of post-test in experimental class is 75.16, standard deviation was 6.022, N was 32. It showed students' reading comprehension after they were taught with herringbone technique as the treatment.

### 5. Result of Normality Test

The researcher tested normality test after got score of the students in reading comprehension pretest and posttest of recount text using SPSS version 16.

a. The hypotheses are:

Ho: the data have normal distribution.

Ha: the data do not have normal distribution.

b. The test criteria

If the value  $(p) > \text{significant } (\alpha = 0.05)$  it means that  $H_0$  was accepted.

If the value  $(p) < \text{significant } (\alpha = 0.05)$  it means that  $H_a$  was accepted.

**Table 8**  
**Normality Control and Experimental Class**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
experiment	.160	32	.035	.952	32	.160
control	.151	32	.062	.956	32	.209

Based on table, it can be seen that Pvalue (Sig.) for control class was 0.062 and Pvalue (Sig.) for experimental class was 0.035 because Sig. (Pvalue) of experimental class and control class  $> \alpha$  0.05. So,  $H_a$  is rejected. The conclusion is that the data in the experimental class and control class had normal distribution. (See appendix 19)

## 6. Result of Homogeneity Test

The researcher tested Homogeneity test after got the score of students' reading comprehension in control class and experimental class (pretest and posttest of reading comprehension in recount text by using SPSS)

a. The hypotheses are:

$H_a$  : The variance of the data is not homogeneous

$H_o$  : The variance of the data is homogeneous

b. The criteria of the test are follows:

$H_0$  is accepted if  $\text{Sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig} < \alpha = 0.05$

**Table 9**  
**The Result of Homogeneity Test**

X

Levene Statistic	df1	df2	Sig.
4.454	1	62	.039

Based on the results obtained in the test of homogeneity of variances in the table, it could be seen that Sig. (Pvalue) was 0.039  $> \alpha$  was 0.05. It demonstrated that  $H_0$  was accepted because Sig. (Pvalue)  $> \alpha$  was 0.05. It means that the variance of the data was homogeneous. (see appendix 18)

## 7. Result of Hypothetical Test

Based on the previous explanation, the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (Statistical program for Social Science), independent sample t-test.

The hypothesis formulas are:

$H_a$  : There is a significant influence of using herringbone technique towards students' reading comprehension of recount text at the first semester of the eighth grade of SMPN 17 Bandar Lampung, in the academic year of 2017/2018



$H_0$  : There is no significant influence of using herringbone technique towards students' reading comprehension of recount text at the first semester of the eighth grade of SMPN 17 Bandar Lampung, in the academic year of 2017/2018.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

$H_0$  is accepted is Sig. (Pvalue)  $> \alpha = 0.05$

$H_a$  is accepted is Sig. (Pvalue)  $< \alpha = 0.05$

**Table 10**  
**The Result of Hypothetical Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means							
									95% Confidence Interval of the Difference	
									Lower	Upper
Equal variances assumed	4.454	.039	6.653	62	.000	11.09375	1.66759	7.76029	14.42721	
Equal variances not assumed			6.653	53.022	.000	11.09375	1.66759	7.74903	14.43847	

Based on the results obtained in the independent sample t-test in Table 10, the value of significant generated Sig. (Pvalue) was  $0.000 < \alpha$  was  $0.05$ . So,  $H_a$  is accepted and  $H_0$  is rejected. Based on the computation, it can be concluded that there was a significant influence of using herringbone technique towards students' reading

comprehension of recount text at the first semester of the eighth grade of SMPN 17 Bandar Lampung, in the academic year of 2017/2018

## **B. Discussion**

This research was carried through seven steps. They involved try out tests, pre-test, Three time treatments and post test. To find out the influence of using herringbone technique, the researcher identified some result, they were : the score of students before treatment, the score of students after treatment, the differences between pre-test and post test score of students and from the differences of students atmosphere between the students who were taught by using herringbone technique and the students who were not taught by using herringbone technique in teaching and learning process of recount text.

Before the instruments tests were used as an instrument to collect the data, it had been tried-out first to the students in try-out class. Test was given after the students follow the learning process that was given for control class. Before the activities were conducted, the researcher determined the material and lesson plan of learning. The experiment class learns using herringbone technique, while the control class used lecturing technique.

1. The students felt surprised for the new teacher. The lesson was started by greeting and giving introduction which caused the students to feel curious to know the next steps of teaching learning process. The researcher asked the students about recount text and given explanation about herringbone

technique then the researcher gave the students text and asked the students to complete fish skeleton by connecting the word for 5w+I h. The students read the text and answered the question from fish skeleton. After that the writer asked the students to express their problem in comprehending the text and after the students understood, the teacher ended the class.

2. The students were taught through another of recount text using herringbone technique. It was better than the first treatment because the students have known how to comprehend the text that was given by teacher. The writer started the teaching learning process by explaining more about the recount text.

Then the researcher gave students text and asked the students to complete fish skeleton by connecting the word for 5w+I h. The students read the text and answered the question from fish skeleton. After that the writer asked the students to express their problem in comprehending the text and after the students understood, the teacher ended the class.

At the beginning of the research, the researcher explained there were some procedures used to know students' reading comprehension in recount text. Some tests were conducted to collect the data such as pretest and posttest. The pretest was administered to know students' quality in reading comprehension in recount text

before they were given treatments. The scores of pretest would be used as students' score before treatments.

Based on result of the students' pre test and posttest score, it showed that students' posttest score in experimental class was higher than students' post test score in control class. It could be seen from the mean of students' post test score in control class was 60.47, while the mean of students' post test score in experimental class was 75.16. It showed that the students who were taught by using herringbone technique got better result than the students who were taught by using lecturing technique.

Based on analysis of the data and the testing of hypothesis, the result of T-test null hypothesis ( $H_0$ ) is refused and alternative hypothesis ( $H_a$ ) is accepted. It means that the students who are taught herringbone technique through got better result than the students who are taught by using lecturing technique. It had been supported by the previous research conducted by Mardiyani, under the title "improving Students's Reading Comprehension On Narrative Text thought Herringbone Technique" Herringbone is the technique to help student find important information and main idea in a text by seeking answer six comprehension question on a diagram. The result indicates the students reading comprehension on narrative text improve though herringbone technique.<sup>1</sup>

---

<sup>1</sup> Mardiyani, apriliawati, bunau. *Improving Students's Reading Comprehension On Narrative Text Ythought Herringbone Technique*, ( Pontianak : UNTAN, 2014) p.8.

Thus, It can be concluded that herringbone technique is effective way to improve students' reading comprehension. By using herringbone technique, it helps students identify the main idea and finding the important information of the text by plotting who, what, where, how, and why questions on a visual diagram of a fish skeleton, so that the students easily to absorb the material that is why this technique can improve the comprehension effectively.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After completing this research, the writer draws some conclusion in terms of the use of herringbone technique in improving students' reading comprehension in recount text. As presented in the first chapter, the objective of this research was to find out

whether the use of herringbone technique improving students' reading comprehension in recount text.

Based on the research result, the mean score of posttest in experimental class was 73.28 and the mean score of posttest in control class was 60.47. It showed that the students' posttest score in experimental class was higher than students' posttest score in control class. The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.012. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted. It means that there was significant influence of using herringbone technique toward students' reading comprehension in recount text at the eighth grade of SMP N 17 Bandar Lampung.

## **B. Suggestion**

Based on the conclusion above, the researcher puts forward the following suggestions:

### **1. Suggestion for the Teacher**

- a. Using herringbone technique as an alternative technique of the teaching process is a good way to be applied in the eighth grade of SMP N 17 Bandar Lampung to improve students' reading comprehension.

- b. The teacher should give more chance to the students to be more active that they are able to do those activities by themselves.
- c. The students are more likely to be shy and afraid to take risks in learning reading comprehension, so the teacher should conduct a study using herringbone technique

## **2. Suggestion for the Students**

- a. The students should learn and be more seriously in learning English in order to develop their reading comprehension
- b. The students should practice the pattern they have to learn with their friends or their teachers.

## **3. Suggestion for the next researcher**

- a. Who are interesting in conducting the similar studies should understand the problem deeply for better research, and assist the students to solve their problems in reading comprehension.
- b. The next researcher may conduct this strategy on level of students, for example Senior High School. They can apply other kind of texts, for examples, narrative, report, descriptive text etc.

## REFERENCES

- Anderson, Mark And Kathy Anderson. 2003. *Text Types in English 2*. South Yarra: Macmillan.
- Arikunto, Suharsimi. 2010. *Dasar – Dasar Evaluasi Pendidikan*. Jakarta: Bina Aksara.
- Arthur, Hughes. 2003. *Testing For Language Teacher (2<sup>nd</sup> Ed)*. Cambridge: Cambridge University Press.
- Ary, Donald, Ly Cheser Jacobs, and Chris Sorensen. 2002. *Introduction to Research in Education (8th Ed)*. Canada: Wadsworth. Cengage Learning.
- Best, John W. and Kahn James V. 1995. *Research in Education (7th Ed)*. New Delhi : Prenticehall.
- Bjork, A Robert. 2002. *Successful Lecturing Presenting Information in Ways That Engage Effective Processing*. Wiley Periodicals, Inc.
- Bouchard, Margaret. 2005. *Comprehension Strategies for English Language Learners*. Scholastic Inc.
- Brown, H. Douglas. 1980. *Teaching Principle of Language Learning and Teaching*. London : Longman.
- \_\_\_\_\_. 2001. *Teaching By Principle, an Interactive Approach to Language Padagogy*. London: Pearson Education.
- \_\_\_\_\_. 2004. *Language Assessment: Principles and Classroom Practices*. New York : Pearson Education.
- Budiyo. 2004. *Statistika Untuk Penelitian*. Surakarta: University Press.
- Creswell, John W. 2012. *Educational Research Planning and Conducting Quantitative and Qualitative Research*. Boston: Pearson.
- Elizabeth, Pang, S., Et.Al. 2003. *Teaching Reading Internal Academy of Education*. Chicago: Internasional Academy of Education.



- Fatel, M F and Praveen M. Jain. 2008. *English Language Teaching Methods, Tools and Techenique*. Sunrice: Jaipur.
- Fraenkel, Jack R and Norman E Wallen. 2008. *How to Design and Evaluate Research in Education*, New York: Mcgraw-Hill.
- Gerot, Linda and Wignell Peter. 1994. *Making Sense of Functional Grammar*. Australia: Gerd Stabler.
- Glendfulcher and Davidson, Fred. 2000. *Language Testing Assessment*. New York : Roulledge.
- Grabe, William. 2009. *Reading in Second Language Moving From Theory to Practice*. Northren Orizona: Northren Orizona University.
- Harmer, Jeremy. 1998. *How to Teach English*. London : Person Education Limited.
- \_\_\_\_\_.1998. *How to Teach Writing*. New England: Pearson Education Limited.
- \_\_\_\_\_. 2009. *How to Teach Writing*. New York: Longman.
- Herber, H. L. 1978. *Teaching Reading in the Content Areas 2<sup>nd</sup> Ed*. Englewood Cliffs, Nj:Prentice Hall.
- Jana, Hackathorn. 2011. *the Effective Teaching*. Journal of the Effective Teaching .Volume 11 ( 2). Available on Journals.Sfu.Ca. Accessed on March 9<sup>th</sup> 2017.
- Kaur, Gurpreet. 2011. *Study and Analysis of Lecture Model of Teaching*. Journal of Educational Planning & Administration.Volume 1 (1). Available on International.Journal. Accessed on March 11<sup>th</sup> 2017.
- Kurniawan , Andi Yusuf and Drs. Indrawati, M. Hum. 2016. *The Effectiveness of Herringbone Technique To Teach Reading of Narrative Text*. *Journal of English Language Teaching*. Journal of English Language Teaching. Volume 5(2). Available on Jounal Unnes.Ac.Id/Sju/Index.Php/Elt. Accessed on January 6<sup>th</sup> 2017.
- Pardiyono. 2007. *Pasti Bisa Teaching Genre-Based Writing*. Jakarta :University Press

- Rafain, Desima and Amir, Zainuddin, Tiarina, Yuli Tiarina. 2012. *the Effect of Herringbone Technique on Students' Reading Comprehension in Recount Text*. Journal of English Language Teaching. Volume 2 (1). Available on [www.researchgate.net](http://www.researchgate.net). Accessed on January 9<sup>th</sup> 2017.
- Ramadhani, Yulia Rizki and Harputra, Yuswin. 2012. *A Comparative Study Between Teaching Reading Comprehension of Narrative Text By Using the Herringbone Technique (Ht) and the Context Clues Strategy to the Eighth Grade Students of Smp Negeri 3 Padangsidempuan*. Journal of Research & Method in Education. Volume 6 (2). Available Online at [www.iosrjournals.org](http://www.iosrjournals.org). Accessed on January 2<sup>nd</sup> 2017.
- Richards, Jack C. 1985. *Longman Dictionary of Applied Linguistics*. Hongkong: Longman Group.
- Schudt, Joanne Caldwell. 2008. *Comprehension Assessment a Classroom Guide*. New York: the Guildford Press.
- Setiyadi, Ag. Bambang. 2006. *Metode Penelitian Untuk Pengajaran Bahasa Asing*. Yogyakarta: Graha Ilmu.
- \_\_\_\_\_. 2006. *Teaching English as a Foreign Language*. Yogyakarta: Graha Ilmu.
- Siahaan, Sanggam and Kisno Shinoda. 2008. *Generic Text Structure*. Yogyakarta : Graha Ilmu.
- Suriani, Chyka and Jufri. 2013. *Teaching Reading by Using Herringbone Technique at Junior High School*. Journal of English Language Teaching. Volume A (1) Available on [elt.oxfordjournals.org](http://elt.oxfordjournals.org). Accessed on March 9<sup>th</sup> 2017.
- Tankersley, Karen. 2003. *Threads of Reading : Strategy for Literacy Development*. Beauregard: Library of Congress Cataloging in Publication Data.
- Th. M. Sudarwati and Eudia Grace. 2014. *Pathway to English 1*. Pt Gelora Aksara Pratama: Erlangga.

**Result of the post test in Experimental class****Statistics**

	EXPERIMENTAL POSTTEST	CLASS
Valid	32	0
Missing	0	32
Mean	75.1562	
Median	75.0000	
Mode	75.00	
Sum	2405.00	

**EXPERIMENTALPOSTTEST**

	Frequency	Percent	Valid Percent	Cumulative Percent
60	1	3.1	3.1	3.1
65	2	6.2	6.2	9.4
70	7	21.9	21.9	31.2
75	10	31.2	31.2	62.5
80	9	28.1	28.1	90.6
85	3	9.4	9.4	100.0
Total	32	100.0	100.0	

## Appendix 19

### Result of the Post test control class

#### Statistics

VAR00001

Valid	32
Missing	0
Mean	60.4688
Median	60.0000
Mode	55.00
Sum	1935.00

VAR00001

	Frequency	Percent	Valid Percent	Cumulative Percent
40	2	6.2	6.2	6.2
50	2	6.2	6.2	12.5
55	9	28.1	28.1	40.6
60	6	18.8	18.8	59.4
65	6	18.8	18.8	78.1
70	4	12.5	12.5	90.6
75	2	6.2	6.2	96.9
80	1	3.1	3.1	100.0
Total	32	100.0	100.0	

## Appendix 20

## Result of the Pretest control class

### Statistics

PRECONTROL

Valid	32
Missing	0
Mean	51.8750
Median	50.0000
Mode	50.00
Sum	1660.00

### PRECONTROL

	Frequency	Percent	Valid Percent	Cumulative Percent
35	2	6.2	6.2	6.2
40	1	3.1	3.1	9.4
45	4	12.5	12.5	21.9
50	13	40.6	40.6	62.5
55	4	12.5	12.5	75.0
60	4	12.5	12.5	87.5
65	4	12.5	12.5	100.0
Total	32	100.0	100.0	

## Result of the Pre test experimental

### Statistics

PREEXPER

Valid	32
Missing	0
Mean	55.4688
Median	55.0000
Mode	50.00 <sup>a</sup>
Sum	1775.00

a. Multiple modes exist. The smallest value is shown

PREEXPER

	Frequency	Percent	Valid Percent	Cumulative Percent
40	2	6.2	6.2	6.2
45	1	3.1	3.1	9.4
50	9	28.1	28.1	37.5
55	9	28.1	28.1	65.6
60	5	15.6	15.6	81.2
65	4	12.5	12.5	93.8
70	1	3.1	3.1	96.9
75	1	3.1	3.1	100.0
Total	32	100.0	100.0	

## Appendix 1

### THE RESULT OF INTERVIEW FOR THE ENGLISH TEACHER IN THE PRELIMINARY RESEARCH

No	Question	Answer	Conclusion
1.	How long you have been teaching English?	I have been teaching English since 2007	It began since 2007
2.	Can you tell me your experience in teaching English especially in reading recount text?	When teaching in reading I usually teach them based on the text book. I explain the materials based on the textbook's instruction. Then I ask the students to do the exercise	The teacher makes the students are bored in teaching reading.
3.	What kind of technique in reading comprehension that you used?	I use lecturing technique	The teacher uses lecturing technique
4.	How is the student comprehension in reading?	Teaching reading comprehension was still low and the students often have difficulties in reading activities, example students can read but do not understand the meaning and difficulties to get information from the text.	The teacher said that students often have difficulties in reading because they do not understand the meaning and are hard to find information. The effect is students' motivation is still low

5.	How do you respond to use herringbone technique for teaching reading recount text?	I think it will make students more interesting in learning English especially in recount text.	The teacher said that the students will have interest in herringbone technique.
----	--	--	---





## Appendix 2

### THE RESULT OF INTERVIEW FOR THE STUDENTS' IN THE PRELIMINARY RESEARCH

#### Student 1

No	Question	Answer	Conclusion
1.	Dalam pembelajaran pemahaman membaca,?  Bagaimana cara guru kalian menyampaikan materi?	Biasanya guru memerintahkan kami untuk duduk lalu mendengarkan saat guru menjelaskan materi, setelah itu kami mencatat dan membaca lalu menyelesaikan tugas	The technique that teacher uses is monotonous.
2.	Apa kalian dapat memahami teks dan menjawabnya ?	Kami kurang bisa memahami teks karna kami hanya membaca tanpa mengetahui arti dari teks tersebut sehingga kami sulit untuk menjawab soal	Students are difficult in understanding a text and difficult to do the exercise
3.	Kesulitan apa yang kalian temukan saat membaca teks recount?	Kami sulit untuk memahami text karna tidak mengerti artinya dan sulit menyimpulkan isi dari text recount tersebut	Difficulties to find the information from the recount text

Student 2

No	Question	Answer	Conclusion
1.	Dalam pembelajaran pemahaman membaca,? Bagaimana cara guru kalian menyampaikan materi?	guru hanya meminta kami untuk membaca lalu mengerjakan tugas	The technique that teacher uses is monotonous.
2.	Apa kalian dapat memahami teks dan menjawabnya ?	Terkadang sulit di mengerti teks nya dan salah ketika menjawab soal yang di berikan guru	Students are difficult to do the exercise
3.	Kesulitan apa yang kalian temukan saat membaca teks recount?	Kami sulit untuk memahami isi dari text recount karna tidak paham dengan arti nya dan sulit mendapatkan main idea	Difficulties to find the main idea from the recount text

Student 3

No	Question	Answer	Conclusion
1.	Dalam pembelajaran pemahaman membaca,? Bagaimana cara guru kalian menyampaikan materi?	saya memperhatikan apa yang guru terangkan lalu mengerjakan tugas dari guru	The technique that teacher uses is monotonous.

2.	Apa kalian dapat memahami teks dan menjawabnya ?	Saya bingung saat memahami teks apalagi saya tidak tahu arti dari teks tersebut	Students are difficult comprehend a text
3.	Kesulitan apa yang kalian temukan saat membaca teks recount?	Saya sulit untuk memahami isi dari text recount karna tidak paham dengan arti nya	Difficulties to understanding the recount text

Student 4

No	Question	Answer	Conclusion
1.	Dalam pembelajaran pemahaman membaca,? Bagaimana cara guru kalian menyampaikan materi?	Saya hanya mendengarkan apa yang guru sampaikan lalu mengerjakan tugas seperti yang guru perintahkan	The technique that teacher uses is monotonous.
2.	Apa kalian dapat memahami teks dan menjawabnya ?	Saya bingung saat memahami teks apalagi saya tidak tahu arti dari teks tersebut	Students are difficult comprehend a text
3.	Kesulitan apa yang kalian temukan saat membaca teks recount?	Saya sulit mengerti arti dari teks yang di berikan guru	Difficulties to understanding the recount text

**Student 5**

No	Question	Answer	Conclusion
1.	Dalam pembelajaran pemahaman membaca,? Bagaimana cara guru kalian menyampaikan materi?	Biasanya guru hanya memerintahkan untuk duduk lalu mendengarkan saat guru menjelaskan materi, setelah itu kami mencatat dan membaca lalu menyelesaikan tugas	The technique that teacher uses is monotonous.
2.	Apa kalian dapat memahami teks dan menjawabnya ?	Tidak bisa memahami teks yang di berikan guru karna tidak mengerti artinya	Students are difficult in understanding
3.	Kesulitan apa yang kalian temukan saat membaca teks recount?	Kami sulit mengerti artinya dan sulit menyimpulkan isi dari text recount tersebut	Difficulties to find the imformation from the recount text

### Appendix 3

#### STUDENTS' SCORE RECOUNT TEXT IN READING COMPREHENSION OF STUDENTS AT THE VIII 1 - VIII 9 OF SMP NEGERI 17 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

8.A			8.B		
No	Nama Siswa	Nilai siswa	No	Nama Siswa	Nilai siswa
1	Aan Setiawan	70	1	Adam Demas Adelaro	71
2	Ahmad Agus Rizki Hariyto	59	2	Agus Salim	64
3	Akhmad Rafid	66	3	Ahmad Yusuf	66
4	Amelia Febi Yanti	66	4	Aldrian Agung Hardika	67
5	Andra Ubydillah Setiawan	61	5	Andre Azara	65
6	Arya Sanjaya	65	6	Aulia Dea Putri Ananda	64
7	Atila Jovangka	66	7	Bintang Ramadhan	69
8	Bagaskara Amanatullah	68	8	Darma Yuda Sanjaya	63
9	Cikal Cahya Ramadhani	65	9	Fahma Sebriani	64
10	Defa Amanda	68	10	Fajar Aditya Pratama	63
11	Delta Aditia Pratama	66	11	Fernanda Dias Saputra	75
12	Dion Poernomo	64	12	Firmansyah Ramadhan	76
13	Firda Rahma Dini	63	13	Fitri Handayani	69
14	Galih Anggara	65	14	Handayani Dwi Lestari	69
15	Gandhi Alfari	88	15	Huswatun Hasanah	70
16	Hafiz Ali Bastian	77	16	M. Anggi Fazurlloh	66
17	Lestari	67	17	M.Edo Tri Wibowo	75
18	M.Adit Wijaya Putra	74	18	Maruli Ihza	74
19	M.Afriyadi	68	19	Nova Rahmadayanti	73
20	M.Ilchaq Rohmat Fauzan	81	20	Nur Aisyah Atikah	70
21	M.Sultan Mangad	81	21	Nur Rina Diyana	71
22	Maruli Aulia	65	22	Pariyan Nata	72
23	Muhammad Raihan	88	23	Ragil Abimanyu	76
24	Nabila Amarta	63	24	Rahma Aulia	74
25	Nur Aini	89	25	Rahmanda Kurniawan	66
26	Reza Eriyan Fadhil	63	26	Rizki Dwi Cahyo	62
27	Rizki Dion Aditya	76	27	Robby Surya Herman	67
28	Sela Syapitra Oktaria	73	28	Selvira Okta Viana	72
29	Siti Nurmala	69	29	Surahman	66
30	Taufik Hidayat	68	30	Teguh Sujiwo	62
			31	Trisna Wijaya	66
			32	Yolan Pratama	66

8.C			8.D		
No	Nama Siswa	Nilai siswa	No	Nama Siswa	Nilai siswa
1	Alda Fuadiah	68	1	Adilla Refandha	67
2	Arsy Bilqis Azizah	68	2	Akhmad Rizieq Fadillah	73
3	Aulia Putri	70	3	Ali Rohman ( M)	71
4	Bagas Saputra	69	4	Berlian Zulianti	68
5	Belia Akbarina	66	5	Desmalinda	68
6	Cindy Kamilludin	66	6	Dimas Adjie Nugroho	67
7	Destiana Oktavia	65	7	Dinda Aulia	74
8	Dini Fitri Yani	61	8	Erika Susanti	67
9	Dwi Citra Ramadhanti	62	9	Euis Furosia	65
10	Galih Arya Anggara	66	10	Fadillah	68
11	Gema Rhamadhan	69	11	Febyola	74
12	Haidar Kurniawan	65	12	Fitra Kurniawan	65
13	Hari Sambas	69	13	Ifda Maulana	69
14	Jessika Eprilianc Esawati	65	14	Ismi Tri Hidayanti	71
15	M. Sherend Diond Jp	64	15	Jelang Rusdyanata	66
16	M.Pandu Dwi Saputra	66	16	Meylanie Ibram	70
17	Muhammad Dafi	64	17	Minar Tasia	67
18	Muhammad Rizki	77	18	Muhamadakromul Umam	70
19	Mulyana Macak	66	19	Muhammadadriansyah	65
20	Mutiara Safitri	71	20	Muhammad Faisal	66
21	Putri Anjelina	70	21	Muhammad Vito Farel	71
22	Ridho Nugroho	66	22	Nadila Prasetya	71
23	Rika Okta Anggraini	67	23	Nandasyahrani Harahap	64
24	Riska Aulia	67	24	Ridho Fitrayansyah	63
25	Rivaldi Saputra	70	25	Ridho Vasi Nanda	66
26	Singgih Andani	74	26	Rizki Alrohman	72
27	Siti Latifa	71	27	Rosita Sari	71
28	Suerlina	72	28	Rudi	71
29	Tegar Rahmat Tulloh	75			
30	Wahyu Ariyanto	75			
31	Zaki Bilal Malik	78			
32	Julianto Thensa	76			

	8.E			8.F	
No	Nama siswa	Nilai siswa	No	Nama siswa	Nilai siswa
1	Ade Prasetyo	68	1	Adelia Amanda Hidayat	75
2	Adis Triana	65	2	Adelia Ariski	78
3	Afven Ferdinan	58	3	Adinda Putri Silvia	77
4	Agil Maulana	64	4	Aprilia Putri Santika	75
5	Ahmad Hidayat	68	5	Bunga Ayu Komala	74
6	Amanda	71	6	Devi Adelia	67
7	Anis Deta Safitri	68	7	Dian Ramadani	63
8	Bagus Saputra	63	8	Dikna Agustiani	71
9	Bima Ananda Febriansya	70	9	Dita Putri Sabilla	73
10	Bobby Adrian	65	10	Fildzah Zharfa	70
11	Chili Eka Anjani	65	11	Gustiani Putri	75
12	Danis Cahyadi	67	12	Ifanka Merdiana W	73
13	Devi Yanti Agustin	68	13	Janis Prisa Arlianti	71
14	Dian Nabila	76	14	Jihan Thalia Putri	75
15	Dimas Andika Putra	70	15	Lintang Adira Solenanda	76
16	Dinny Khairunnisa	81	16	Maisin Anggun Lestari	72
17	Erlin	66	17	Marlina Ayu Lestari	68
18	Fajar Ramadhan	67	18	Masrufah	72
19	Filippo Galang Inzaghi Rizki	84	19	Milana Khanifah	71
20	Handi Saputra	81	20	Muhammad Aqil Maulana	75
21	I Putu Surya Putra Atmaja	83	21	Nabila Asa	76
22	Indah Siva Safitri	74	22	Nisah Nursanti	72
23	M. Fajar	67	23	Novilya M. Andini	68
24	M. Reza Ramadhani	70	24	Putri Nurhaliza	72
25	Mardiah Rahadatul Arsy	69	25	Qonita Leony Putri S	90
26	Mela Onival	78	26	Regina Salsabila Ashari	75
27	Nanda Ramadhan	70	27	Rizka Novyanti	76
28	Natasya Regina	79	28	Sevania Adinda Salsabila	75
29	Nurulina Wanti	68	29	Shalsabilla Septiani	87
30	Rafli Achmad	65	30	Shilda Maelinda Kurniawati	89
31	Rizky Pratama	68	31	Sri Wulandari	84
32	Tarisa Wulandari	64	32	Syafanda Yushifa Riani	77

	8.G			8.H	
No	Nama siswa	Nilai siswa	No	Nama siswa	Nilai siswa
1	Ade Kurniawan	89	1	Abdul Basit	74
2	Ahmad Zulvikar Ali Qodri	82	2	Ahmad Fauzi	67
3	Annisa Putri Maharani	67	3	Ahmad Maulana	63
4	Bhazair Ayuningtyas Warda	68	4	Akbar Rafael	71
5	Desi Safitri	72	5	Alifah Nabila	73
6	Desika	90	6	Alvares Ibnuh Huda	70
7	Dita Putri Rangga	75	7	Ananda Desty Wulandari	75
8	Elda Maulida	76	8	Chalsabila Ayu Saputri J	73
9	Farhan Hibatullah	75	9	Derli Miranda	71
10	Indah Amelia	87	10	Fara Fadhila	75
11	Karel Fergiane	89	11	Fatika Rahma Dewi	76
12	Leonardo	84	12	Fitra Trilia	72
13	M. Ivanda Ramadani	77	13	Jafar Umar	63
14	M. Rafli	68	14	M. Akbar Syahputra	71
15	M. Wijaya	65	15	M. Fajariansah	73
16	Maekel Candra	58	16	Muhammad Arif Saputra	68
17	Maya Aprianti	64	17	Muhammad Iqbal	65
18	Muhammad Adha Gholib	68	18	Noval Risqullah	58
19	Norma Herlita	71	19	Nur Kalimah	64
20	Permatha Gusti	68	20	Rahayu Damayanti	68
21	Putria Ningsih	63	21	Raihan Al Fajar	71
22	Rafitri Saputra	68	22	Raka Pradana	68
23	Ratu Khoirunnisa	65	23	Reza Afico Difansyah	68
24	Restu Aryandi	58	24	Rosa Ardila	65
25	Revangga Purnama Fahrezi	64	25	Rully Amanda	58
26	Reza Resandi	68	26	Safitri Wulandari P	64
27	Sakilla Adelia Putri	71	27	Sifa Rahayu	68
			28	Sulis Aprilia	71
			29	T. Yhandy Rahman Ari G	68
			30	Tegar Karangga Abdilla	70
			31	Tiara Amelia	70
			32	Yoga Yunizar	76



	<b>8.I</b>	
1	Akbar Ferdiansyah	68
2	Aliza Pramulia	68
3	Alya Ariesta Putri	65
4	Anita	58
5	Ayu Tri Wahyuni	64
6	Desti Mutiara	68
7	Detris Pratama Prayugo	71
8	Faisal Ramzi Pramudia	68
9	Hanifah Septianingrum	68
10	Juhar Tono	68
11	Julia Syachnandi	65
12	Lira Agustriani	58
13	M. Akhbar Rivaldi	64
14	M. Raka	68
15	M. Zulfikar	71
16	Muhammad Kusai	68
17	Nabila Sanfuri	68
18	Nadila	75
19	Pinka Ollyvia Ananda	75
20	Raihan Akbar Maulana	64
21	Ramadhani	74
22	Reza Oktabrian	71
23	Rizki Aulia	68
24	Rudi Setiawan	71
25	Sherlina Febi Kurnia	68
26	Sinta Nur Kamilah	65
27	Siti Nafiza	58
28	Sopiyan Hadi	64
29	Sri Rahayu	71
30	Syah Surya Alam	71

Bandar lampung,                   januari2017  
Guru Mata Pelajaran

**Hermiati, S.Pd**  
**NIP. 1982 1010 201101 2 009**



**Try Out pretest before validity**

**Mata pelajaran : Bahasa Inggris**

**Kelas : VIII**

**Waktu : 60 menit**

**Choose the correct answer by crossing (x) a, b, c, or d based in the text !**

**Vacation to Surabaya**

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low. I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

Adapted from : [http://www.caramudahbelajarbahasainggris.net/2015/04/contoh dan-soal-recount-text-.html](http://www.caramudahbelajarbahasainggris.net/2015/04/contoh_dan-soal-recount-text-.html)

1. What is the topic of the text above?

- a. My vacation
- b. Vacation to Surabaya
- c. Vacation with family
- d. Vacation to foreign country

2. What did the writer do when the bus stop for rest in Lamongan?

- a. The writer bought some souvenirs
- b. The writer drank some cold lemonade
- c. The writer went to the toilet
- d. The writer got off the bus to get a cup of ginger tea

3. What did the writer feel when the bus is not there?

- a. Ashamed
- b. Sad and Angry
- c. Disappointed
- d. Shocked and confused

4. How many friend that the writer had to join the vacation?

- a. One
- b. Two
- c. Three
- d. Four

5....The bus was not there. It had gone!

The word **it** in paragraph three refers to?

- a. The writer
- b. he writer's friend
- c. The bus
- d. The waitress

**Read the text carefully and answer questions !**

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to YogyakartaKraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

6. The text above mainly discusses about?
- a. the writer's trip to Yogyakarta
  - b. the writer's first visit to Prambanan
  - c. the writer's impression about the guide
  - d. the writer's experience at YogyakartaKraton
7. The purpose of the text is to....
- a. describe the smugglers
  - b. entertain readers
  - c. tell past events
  - d. report an event to the police
8. based on the text above we know that...
- a. There are four big temples
  - b. they stayed at Garuda Hotel
  - c. they visited the temples in Borobudur
  - d. they stayed at Dirgahayu Hotel

**Read the text carefully and answer questions !**

It was my Grandpa's birthday last Sunday. On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favourite colour. On Saturday morning, my brother and I were in the

kitchen. We made a birthday cake. *It* was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it.

On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang “Happy Birthday” and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt. Finally, my grandma told us some stories about my Grandpa.

Adapted from: [http://www.bahasainggrisoke.com/kumpulan-teks-dan-soal-kunci\\_jawaban-recount-texts-part-1](http://www.bahasainggrisoke.com/kumpulan-teks-dan-soal-kunci_jawaban-recount-texts-part-1)

9. What is the topic of the text?

- a. Grandpa's birthday
- b. Party
- c. Nice Shopping
- d. Weekend in grandpa's house

10. What did the writer do in the kitchen?

- a. Cooked meal
- b. Prepared for lunch
- c. Made a cake
- d. Roasted a lobster

11. *It* was a big and beautiful cake. The word *It* in paragraph three refers to?

- a. Batik shirt
- b. Cake.
- c. Flowers
- d. Chocolate

**Read the text carefully and answer questions !**

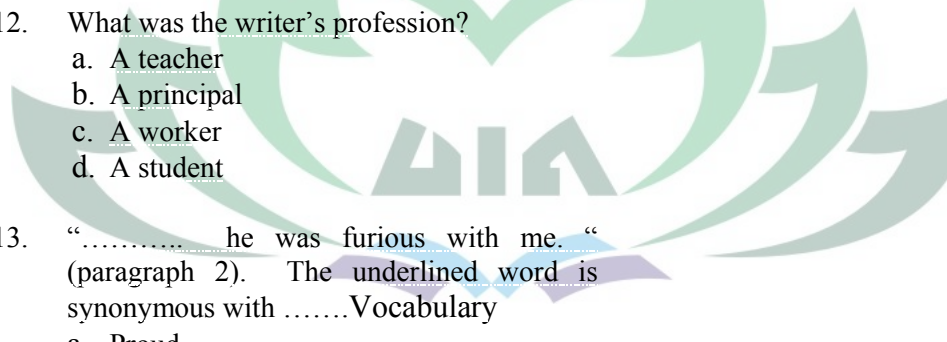
I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

Adapted from : <http://abidinfaz.blogspot.co.id/2015/01/kumpulan-contoh-recount-text-dan-soal.html>

- 
12. What was the writer's profession?
    - a. A teacher
    - b. A principal
    - c. A worker
    - d. A student
  13. "..... he was furious with me." (paragraph 2). The underlined word is synonymous with ..... Vocabulary
    - a. Proud
    - b. Angry
    - c. Arrogant
    - d. Greedy
  14. What is the purpose of the text?
    - a. To retell about the writer's terrible day
    - b. To explain about something wrong
    - c. To inform about the writers activities
    - d. To entertain the readers about the funny story
  15. Which of the following statement is NOT TRUE according to the text?
    - a. He had breakfast before leaving for school

- b. The writer didn't sleep a wink at that night
- c. He didn't hand in his homework
- d. He fell down the stairs school

**Read the text carefully and answer questions !**

I really enjoyed my holiday in Australia. Last Sunday I visited a marine park called Sea World which is at surfers' Paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there.

The first thing I saw was the Oceanorium where you can watch all sorts of sea fish and animal under water. There were huge turtles, sharks, and a beautiful tropical sea fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then I watched the performance of sea animals. The saw was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all sort of fantastic things in the water. One of the girls in the show rode around the pool on the back of killing whale, and another girl rode underwater on the back of a big turtle. After the saw I had lunch. There were several big restaurant at the park and I had lunch in a restaurant that was shape like a ship! Then I watched a wonderful water-ski show which was held on a lake.

There were lots of other things to do at the park. There was lake cruising, a train ride, a big water slide, swimming pools, and an incredible roller coaster called the 'corkscrew' - because it goes three loops upside down. But I wish I had gone on the roller coaster ride before lunch rather than after it!

Adafted from: <http://abidtinfaz.blogspot.co.id/2015/01/kumpulan%5Bcontoh%5Drecounttext-dan-soal.html>

*recounttext-dan-soal.html*

16. sharks, and beautiful “ (paragraph 2). The underlined word is synonymous with ..... Vocabulary
- a. poor
  - b. Bad view
  - c. nasty
  - d. wonderful
17. What is the main idea of paragraph two?



- a. There was a water-ski show held on a lake.
- b. The sea animals performed fantastic things in the water.
- c. The writer visited the Oceanorium to watch all sorts of fish and performance
- d. The writer had lunch in one of the restaurants at the park

18 There were huge turtles, sharks, and a beautiful tropical sea fish.” (Paragraph 2)  
The antonym of the underlined word is .....

- a. Heavy
- b. enormous
- c. tiny
- d. massive

**Read the text carefully and answer questions !**

### **Joining the Traditional Dance Competition**

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher for a month. We also prepared the best costume we had.

We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better. Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner.

I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

Adapted from [http://abidtinfaiz.blogspot.co.id/2015/02/soal-dan-kunci-jawaban-recount-text\\_81.html](http://abidtinfaiz.blogspot.co.id/2015/02/soal-dan-kunci-jawaban-recount-text_81.html)

- 19 Which of the following statement is NOT TRUE?
- The writer was the runner up of competition
  - The writer joined the Traditional Dance Competition.
  - The writer went to Jakarta with her teacher.
  - The writer performed on the stage confidently.
20. How did the writer perform on the stage?
- Confidently
  - Nervously
  - Impatiently
  - Proudly
21. "However, we were satisfied because our effort was not useless." (Paragraph 5). The underlined word is similarly in meaning with
- attempt
  - Pride
  - Awareness
  - assignment
22. "I still could not believe when they called my name as the first winner" (Paragraph 5) What does underlined pronoun refer to?
- The writer and her teacher
  - Two hundred people
  - The participants
  - The judges

**Read the text carefully and answer questions !**

We had a three-day camp in Tawangmangu resort last week. The location was on the slope of Mount Lawu. There was a river with clear water not far from our camp site. We brought cooking and eating utensils. We also had food supply. There were noodles, eggs, fish, some canned food, mineral water and biscuits.

On the first day, we set up the tents and cooked food for our lunch. After taking a rest for a while, we walked around to see the surrounding area. The scenery was very beautiful. The weather was cold all day long so we had to wear thick jackets. We inhaled fresh air which we hardly got in town. We all were very happy. In the evening, we had dinner together. We had hot lemon tea and boiled noodles. After that, we made a camp fire. We played guitar and sang songs together. We did enjoy our good time that night.

At the second day, we went tracking until 11 a.m. After having lunch and taking a rest, we had competitions, such as tug-of-war, futsal and a guessing game. My team was a runner up in the tug-of-war and the champ in the guessing game. Unfortunately, my team lost in the futsal. Then, in the evening, we performed some dramas.

On the third day, we packed our stuff and went home. We planned to have another camp activity at the end of this semester.

Adapted from <http://www.itapuih.com/2016/07/soal-bahasa-inggris-kelas-viii-smp.html>

23. When did the campers have a camp fire?

- a. On the first day
- b. On the second day
- c. On the third day
- d. On the last day

24. The following statements are TRUE about the text, except ...

- a. The camp activity was held for two days
- b. There was a clean river near the camp site
- c. The campers had to bring their own stuffs and food

- d. The writer had to wear thick jackets because it was cold
25. The following food supply that the campers brought, except excluding fact
- a. Candy
  - b. Egg
  - c. Fish
  - d. Biscuits

26. "My team was a **runner up** in the tug-of-war and . . . ." (Paragraph 5)

What does the **underlined** word mean?

- a. The first winner
- b. The second winner
- c. The loser
- d. The third winner

**Read the text carefully and answer questions !**

Cristiano Ronaldo was born on February 5, 1985, in Funchal, Madeira, Portugal. Manchester United paid £12 million to sign him in 2003 - a record fee for a player of his age. In the 2004 FA Cup Final, he scored Manchester's first three goals and helped them capture the championship. In 2008, he set a franchise record for goals scored. In 2009, Real Madrid paid a record \$131 million for his service.

It was through his dad's work as an equipment manager at a boy's club that Ronaldo was first introduced to the game of soccer. By the time he was 10 years old, he was already recognized as a phenomenon - a kid who ate, slept and drank the game. "All he wanted to do as a boy was playing football," his godfather, Fernao Sousa, recalled for British reporters, adding, "He loved the game so much that he'd miss meals or escape out his bedroom window with a ball when he was supposed to be doing his homework."

By his early teens, Ronaldo's talent and legend had grown considerably. After a stint with Nacional da liha da Madeira, he signed with Sporting Portugal in 2001. That same year, at the tender age of 16, Ronaldo turned heads with a impressive performance against Manchester United, wowing even his opponents with his footwork and deft skill. He made such an impression that a number of United players asked their manager to try and sign the young player. It wasn't long before the club paid Ronaldo's team more than £12 million for his services - a record fee for a player of his age.

<https://englishahkam.blogspot.co.id/2014/12/recount-text-bibliography-dan-jawaban.html>

27. What was Ronaldo action for MU in year 2004?

- a. Signed new contract
- b. Scored goals to Real Madrid
- c. Got payment of \$131 million for his service
- d. Won FA Cup Championship

28 We can learn from paragraph 2 that...

- a. Ronaldo was a very energetic football player
- b. Ronaldo was a talented football player
- c. Ronaldo gained his success by his early teens
- d. Ronaldo was a legendary young football player

29“After a stint with Nacional da lihada Madeira, he **signed with** Sporting Portugal in 2001.” (Paragraph 3)

The underlined word can be replaced by.....

- a. Participated
- b. Went
- c. Followed
- d. Joined

**Read the text carefully and answer questions !**

**Unforgettable Moment**

twodyas ago, jenny and eric had dinner at an italian restaurant. Both of them ordered one medium pizz. Jenny had a bowl of soup as the appetizer and eric had a bowl of fruit salad. They ordered soft drink for eric and orange for jenny.

They enjoyed their meal until jenny found a piece of button in her soup. They made a complaint to the restaurant manager. They asked for a replacement. The manager was vey sorry about it and gave them the replacement of the soup.

Adapted from: <http://www.englishkam.blogspot.co.id/2013/05/soal-recount-text-.html>

30. based on the text above we know that...

- a. the manager of the restaurant didn't feel sorry
- b. eric and jenny had orange juice
- c. the first meal that jenny had was fizza
- d. botheric and jenny enjoyed their meal in the restaurant

31. they asked the **replacement**.

The **underlined** word has synonym to....

- a. repair
- b. change
- c. burner
- d. maintenance

32. what the purpose of the writer to write the text above?

- a. to tell the writer's experience in he past
- b.to describe an Italian restaurant
- c. to inform to eat in the restaurant
- d.to entertain the readers

Adam's diary

May 2010

23 Sunday

When I got up, I felt ill, I went back bed. Mum called the doctor. But he couldn't come because he was ill too.

24 Monday. The doctor comes at 11 o'clock. He wrote a prescription for some medicine. Mum bought it in the drugstore. It was horrible. Yuck!

25 Tuesday.

Dad bought me model aeroplane. I read the instructions, but I couldn't make it, because the dog ate the glue.

Adafted from; [http://psikologisufistik.wordpress.com/203/05/01/contoh\\_soal-uas-inggris-smp-kelas-8.html](http://psikologisufistik.wordpress.com/203/05/01/contoh_soal-uas-inggris-smp-kelas-8.html)

33.what the antonym from the word ill?

- a. fine
- b. sick
- c .unhealthy
- d .not good

34..... but I couldn't make it.

The underlined word refers to

- a. .aeroplane
- b. Father

- c. Adam
- d. Doctor

35. when I got up, I felt ill....

The expression the underline word could be best replaced by....

- a. Health
- b. Sick
- c. fine
- d. Okay

36. what is the main idea from the text?

- a.adam was sick
- b.adam got model aeroplane
- c. adam's diary
- d. doctor did come

**Read the text carefully and answer questions !**

One day, Andrew, an Australian reporter , was driving home from his office. It was very hot day. The air conditioner was not working, so Andrew wound down his car window to let wnought air come in his car. Then he switched on the radio.

When he reached the traffic lights, they were red. Andrew stopped his car and waited patiently for the lights to turn green. He notice a white van coming from the opposite direction.

When the lights turned green, both vehicles started moving. As the van passed andrew's car, it suddenly slipped over. The back door of the van nose and broke it. Andrew's nose was bleeding badly. He was **furious** that he yelled at the van driver. Poor Andrew had to stop at a hospital to see a doctor before he went home.

Adapted

from:[http://kbs.jogjakota.go.id/arsip.php?](http://kbs.jogjakota.go.id/arsip.php?Pelajaran=2kelas=criteria-page=37)

*Pelajaran=2kelas=criteria-page=37*



37. the idiom word "hot day" in line 1 can be replaced by?

- a. sunny day
- b. rainy day
- c. snowy day
- d. Sunday

38. where was Andrew driving home from?

- a. the studio
- b. the workplace
- c. a sausage factory
- d. the supermarket

39. "He was so furious that he yelled at the van driver"

The underlined word is best replaced by...

- a. cristine
- b. jack
- c. Andrew
- d. brain

40. which of the following is **not true** according to the text?

- a. Andrew, an Australian reporter
- b. Andrew, an Indonesia reporter
- c. Andrew, a singapore reporter
- d. Andrew an Africa reporter

**Try Out post test before validity**

**Mata pelajaran : Bahasa Inggris**

**Kelas : VIII**

**Waktu : 60 menit**

**Choose the correct answer by crossing (x) a,b,c, or d based in the text !**

**Read the text carefully and answer questions !**

On Saturday night, we went to the hall. It was last day of the year and a large crowd of people had gathered under the town hall clock. It would strike twelve in twenty minute's time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "it's two minutes past twelve! The clock has stopped!" I looked at my watch. It was true. The big clock refused to welcome the new year. At the moment, everybody began to laugh and sing.

Adapted from: *detik-detik UN bahasainggris; 2005/2006; IntanPariwara*

1. Why did the people gather under the town hall clock? \
  - a. To see the newly bought clock
  - b. To strike the laughing people
  - c. To welcome the new year
  - d. To stop people who shouted

2. “.....and a large **crowd** of people .....” line 1 the underlined word the synonym to ...

- a. many
- b.much
- c.a lot
- d.excessively

3. which of the following is not true according to the text?

- a. writer was waiting to celebrate the new year
- b. the writer brought a watch
- c.the writer was very happy
- d.the writer celebrated the new year with his family

4. what is the main idea from the text ?

- a. the problem that the writer met
- b. the funny new year celebration
- c. the opening of the story
- d. the past event

5. on Saturday night, we **went** to the hall.

The **underlined** word has antonym to....

- a. Wanted
- b. Wished
- c. Hoped
- d. Stayed

6. what the purpose of the text?

- a. To describe the reader or listener
- b. To explain the reader or listener
- c. To persuade the reader or listener
- d. To retail about welcome the new year

7. when did the event happen?

- a. in the end of the year
- b. in the middle of the year
- c. the Christmas celebration
- d. at the weekend as usual

**Read the text carefully and answer questions !**

Last week, I spent my holiday in Jakarta. I went there by bus. Suddenly  
Last holiday I went to Paris. I visited museums and sat in public gardens. A friendly  
waiter taught me a few words of French. Then he lent me a book. I read a few lines,  
but I did not understand a word. Every day I thought about postcards. My holidays  
passed quickly, but I did not send any cards to my friends.  
On the last day I made a big decision, I got up early and bought thirty-seven cards. I  
spent the whole day in my room, but I did not write a single card!

8. What is the purpose of the text?

- a. To describe the reader or listener
- b. To explain the reader or listener
- c. To persuade the reader or listener
- d. To entertain the reader or listener

9. What was the first place the writer visited?

- a. museum
- b. public garden
- c. his room

d. post office

10 Which of the following is not true of the text?

- a. The writer spent holiday in Jakarta
- b. The writer went there by bus.
- c. The writer did not write a single card
- d. The writer spent holiday in singapore

11. I read a few lines,...

What did the writer read?

- a. Words in a postcard
- b. Museum guiding
- c. Garden's rule
- d. Text on the book

**Read the text carefully and answer questions !**

last week, I and my dad went to a store. We went to buy some candies. In the store the candies lookedso good. I would have bought a lot of them but my dad said I could only have three. I gave the store owner the money for the candies. As we left the store, I ate one of the candies, it was yummy. I hove we come back soon.

12. who went to the store?

- a. I am
- b.the writer and his dad.
- c. my dad
- d. the writer

13. why did they want to go to the store ?

- a. the writer wanted some candies

- b.the writer liked the candies
- c. they knew the owner well
- d.the candies looked good

14.what is the main idea from the text ?

- a. i go to the candy store
- b.my dad and I buy candies
- c. I go the candy is good
- d. the candy is good

15. which of the following sentence is not true according to the text ?

- a. the wrier wanted some candies
- b.they knew the owner well
- c. the writer like the candies
- d. the candies looked so good

**Read the text carefully and answer questions !**

## DIWALI

last autumn I was in india during diwali, “the festival of lights” which takes place every year to celebrate the victory of good over evil. This festival lasts for five days and is held at the end of October or in the first week of November.

Preparations began weeks before the event. People cleaned their homes and painted wonderful designs called rangolis on the wall and floors. They bought beautiful new clothes and jewelry to wear during the festival. Women made delicious sweets which were better than any others I have ever tasted.

During the five days of diwali, every home and temple was decorated, inside and outside, with lovely clay lamps and colorful candles. After dark, the whole neighborhood glittered with thousands of tiny lights, as though in a fairy tale. Excited children set off firecrackers, and at first I was frightened by the loud bangs, but the spectacular display was so fascinating that I soon joined in the spirit of celebration.

Diwali is deeply moving festival. I am very grateful I had the chance to share in this celebration of peace and harmony. I have fond memories of the experience, and in particular I will never forget how friendly and generous people were.

Adapted from :[http:// Pak Anang.Blogspot.Com/Soal-Pengayaan-Bahasa-Inggris-SMP-UN](http://PakAnang.Blogspot.Com/Soal-Pengayaan-Bahasa-Inggris-SMP-UN) 2013

16 .women made delicious sweets which were better than any others I have ever tasted. The underlined has synonym to...

- a. celebrations
- b.wonderful design
- c.houses
- d. candies

17. the main idea of paragraph 3 is

- a. the preparations for diwali was very long.
- b.diwali was celebrated every where.
- c. the writer was very happy with diwali
- d.duringdiwali, houses were decorated with lamps and candle.

18.when is diwali held?

- a. in autumn
- b.every year
- c. first week of December

d. end of October

19 .**This** festival lasts for five days...

The **underlined** word refers to...

- a. Celebration
- b. India
- c. Lighting the lights
- d. Diwali

20. from the text we know that...

- a. diwali was a fairy tale
- b. all ages joined the celebration.
- c. the writer was afraid of the festival
- d. diwali was an ordinary festival

21. **They** bought beautiful new clothes and jewelry The **underlined** word refers to..

- a. people
- b. women
- c. rangolis
- d. The writers

**Read the text carefully and answer questions !**

playing hide and seek at night

when I was a kid, I used to play hide and seek with friends. We used to play in the yard behind my house. The yard was a perfect place because it was surrounded by dense banana trees. We usually played until late at night. One da, when I was trying to find a place to hide among the banana trees, I slipped and fell into the river. I used



to take a bath at the river, but never at night! In the dark, everything looked different. I couldn't think clearly, I felt something tickling my feet. I was struggling to go out, but my feet were trapped in the mud.

Thank god, a friend finally came and helped me. He, then called others, and I was saved.

Adapted from :[http:// englishkam.blogspot.co.id](http://englishkam.blogspot.co.id) 2013/05/ contoh-soal-recount text.html

22. we used to play in the yard behind my house.

The **underlined** word refers to..

- e. Friends
  - f. Banana trees
  - g. My friends and I
  - h. The writers
23. what is the main idea of paragraph two?
- a. the river was very dark
  - b. the writer's feet were trapped in mud
  - c. the writer was hiding among the banana trees.
  - d. something strange was tickling the writer's feet

**Read the text carefully and answer questions !**

Last summer, when mum and dad weren't feeling well, Tom was taking his dog, Paddy, for a walk. Suddenly there was a rabbit running across the path they were taking. Paddy barked very loud and the scared rabbit ran into the bushes. Although Tom was trying hard to grip the collar, Paddy was running after the rabbit. That was the last time he saw Paddy.

He tried to look for him for days. Finally, five weeks later, when Tom was out for a coffee at Motorway Café, his parents called. They were having lunch when they

heard a dog barked outside the house. They hurriedly went out and there was Paddy wiggling his tail.

24. According to Paddy barked very loud and the scared rabbit ran into the bushes.”

The expression above means...

- a. Paddy tried to catch the rabbit
- b. Paddy scared of rabbit
- c. Rabbit barked aloud.
- d. Paddy and rabbit run together.

25. “He tried to look for him for days.”

Pronoun “He” refers to...

- a. Paddy
- b. Mum
- c. Tom
- d. Dad

26. According to the text, how did Paddy get lost?

- a. He felt bored and took a walk
- b. He was hungry and searched for a food
- c. He saw a rabbit and ran after walk
- d. He followed motorbike riders away

27. From the text above, it can be inferred that...

- a. Paddy lost.
- b. Paddy back to Tom’s house.
- c. Paddy died.
- d. Paddy cannot find Tom’s house.

**Read the text carefully and answer questions !**

### **Forgetful**

That Sunday evening I felt very tired after hanging out the whole day with my friends at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly I remembered that I had to call a friend. I looked for my cell phone everywhere but couldn't find it. I was getting panicky. I asked everyone in the house whether they knew where my cell phone was but no one knew.

Well, I lost it I thought. Then I had an idea. I asked my brother to call my cell phone.  
To my surprise, I heard it ringing in my jacket. My cell phone was there.

28. How did the writer get his phone cell back?
- a. He asked his friend.
  - b. He called his friend.
  - c. He asked his brother to call his number phone.
  - d. He put it on jacket.
29. It can be inferred that the writer is a ... person
- a. Diligent
  - b. Humble
  - c. Careful
  - d. Forgetful
30. "To my surprise, I heard it ringing in my jacket".  
The underline expression above means to...
- a. Curious
  - b. Proud
  - c. Happy
  - d. Shocked
31. "I was getting panicky."  
The underline word has antonym to...
- a. Calm down.
  - b. Surprise
  - c. Careless
  - d. Sloppy

**Read the text carefully and answer questions !**

It was early in the morning we left Ubud and travelled to Gili Air which is one of three islands of Lombok. It took 4 hours in total by boat. The travelling was not

bad but it was a hot day. I said to Jane on the slow boat " It's alright babe, it won't be so hot and stuffy once we get moving."

When we got to Gili Air it was still quiet so we were able to get a bungalow near the beach for about \$ 15 a night plus breakfast. We shared our room with quite a number of geckos. Some of them were quite large ones. The weather was still hot when I went diving. Jane waited for me at the seashore. She observed some fishermen who had just caught some fish. She did not want to dive because she had a trauma with sea animals. We had three days here which we spent walking around the island which takes about an hour. Every night, we sat on the couches near the beach and watched the waves and the stars. It was a fantastic journey that I ever had.

32. What is the main idea of the passage?

- a. An unforgettable moment.
- b. The long trip.
- c. A fantastic journey.
- d. The journey.

33 "... it was a hot day".

The idiom of the underline word means...

- a. Sunny
- b. Winter
- c. Cloudy
- d. Snowy

34 "...It was a fantastic journey that I ever had."

The underline word has the synonym to?

- a. Unlucky
- b. Serious
- c. Incredible
- d. Spoiled

- 35 Which of the following is not true of the text?
- e. The writer spent walking around the island.
  - f. The writer took five hour to arrive in Giili Air by boat.
  - g. The writer had three days in Gilli Air.
  - h. The weather was a hot day.

**Read the text carefully and answer questions !**

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home by motorcycle. As soon as we arrived there, we went to the clothes section at 03.00 pm. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter . I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice; I had to walk home again. When I arrived at home, I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

36. “My cell phone was broken...”  
The idiom of the statement means?
- a. The phone was new.
  - b. The phone was old.
  - c. The phone was disappear.
  - d. The phone unused

37. “I let him choose one.”  
Pronoun “him” refers to...
- a. The writer’s mother.
  - b. The writer’s friend.
  - c. The shop keeper.
  - d. The manager.

38. “I was very angry...”

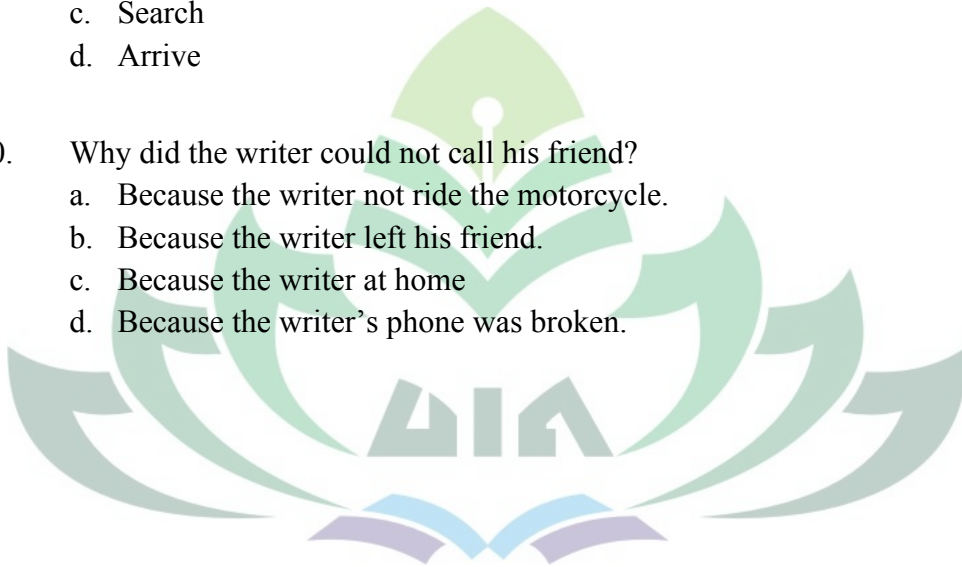
The expression of the statement means...

- a. The writer was mad.
- b. The writer was happy.
- c. The writer was glad.
- d. The writer was proud.

39. “She said that he was in the department store looking for me”  
The underline word has the synonym to...

- a. Get
- b. Catch
- c. Search
- d. Arrive

40. Why did the writer could not call his friend?
- a. Because the writer not ride the motorcycle.
  - b. Because the writer left his friend.
  - c. Because the writer at home
  - d. Because the writer’s phone was broken.



**Try Out pretest before validity**

**Mata pelajaran : Bahasa Inggris**

**Kelas : VIII**

**Waktu : 60 menit**

**Choose the correct answer by crossing (x) a, b, c, or d based in the text !**

**Vacation to Surabaya**

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low. I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

Adapted from : [http://www.caramudahbelajarbahasainggris.net/2015/04/contoh\\_dan-soal-recount-text-.html](http://www.caramudahbelajarbahasainggris.net/2015/04/contoh_dan-soal-recount-text-.html)

1. What is the topic of the text above?

- a. My vacation
- b. Vacation to Surabaya
- c. Vacation with family
- d. Vacation to foreign country

2. What did the writer do when the bus stop for rest in Lamongan?

- a. The writer bought some souvenirs
- b. The writer drank some cold lemonade
- c. The writer went to the toilet
- d. The writer got off the bus to get a cup of ginger tea

3. What did the writer feel when the bus is not there?

- a. Ashamed
- b. Sad and Angry
- c. Disappointed
- d. Shocked and confused

4. How many friend that the writer had to join the vacation?

- a. One
- b. Two
- c. Three
- d. Four

5....The bus was not there. It had gone!

The word **it** in paragraph three refers to?

- a. The writer
- b. he writer's friend
- c. The bus
- d. The waitress

**Read the text carefully and answer questions !**

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.



On Friday morning we went to YogyakartaKraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

6. The text above mainly discusses about?
- a. the writer's trip to Yogyakarta
  - b. the writer's first visit to Prambanan
  - c. the writer's impression about the guide
  - d. the writer's experience at YogyakartaKraton
7. The purpose of the text is to....
- a. describe the smugglers
  - b. entertain readers
  - c. tell past events
  - d. report an event to the police
8. based on the text above we know that...
- a. There are four big temples
  - b. they stayed at Garuda Hotel
  - c. they visited the temples in Borobudur
  - d. they stayed at Dirgahayu Hotel

**Read the text carefully and answer questions !**

It was my Grandpa's birthday last Sunday. On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favourite colour. On Saturday morning, my brother and I were in the

kitchen. We made a birthday cake. **It** was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it.

On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang “Happy Birthday” and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt. Finally, my grandma told us some stories about my Grandpa.

Adapted from: [http://www.bahasainggrisoke.com/kumpulan-teks-dan-soal-kunci\\_jawaban-recount-texts-part-1](http://www.bahasainggrisoke.com/kumpulan-teks-dan-soal-kunci_jawaban-recount-texts-part-1)

9. What is the topic of the text?

- a. Grandpa's birthday
- b. Party
- c. Nice Shopping
- d. Weekend in grandpa's house

10. What did the writer do in the kitchen?

- a. Cooked meal
- b. Prepared for lunch
- c. Made a cake
- d. Roasted a lobster

11. *It* was a big and beautiful cake. The word *It* in paragraph three refers to?

- a. Batik shirt
- b. Cake.
- c. Flowers
- d. Chocolate

**Read the text carefully and answer questions !**

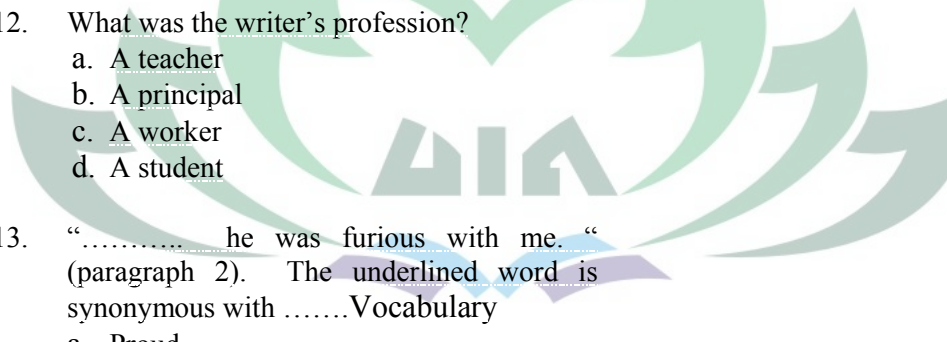
I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

Adapted from : <http://abidinfaz.blogspot.co.id/2015/01/kumpulan-contoh-recount-text-dan-soal.html>

- 
12. What was the writer's profession?
    - a. A teacher
    - b. A principal
    - c. A worker
    - d. A student
  13. "..... he was furious with me." (paragraph 2). The underlined word is synonymous with ..... Vocabulary
    - a. Proud
    - b. Angry
    - c. Arrogant
    - d. Greedy
  14. What is the purpose of the text?
    - a. To retell about the writer's terrible day
    - b. To explain about something wrong
    - c. To inform about the writers activities
    - d. To entertain the readers about the funny story
  15. Which of the following statement is NOT TRUE according to the text?
    - a. He had breakfast before leaving for school

- b. The writer didn't sleep a wink at that night
- c. He didn't hand in his homework
- d. He fell down the stairs school

**Read the text carefully and answer questions !**

I really enjoyed my holiday in Australia. Last Sunday I visited a marine park called Sea World which is at surfers' Paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there.

The first thing I saw was the Oceanorium where you can watch all sorts of sea fish and animal under water. There were huge turtles, sharks, and a beautiful tropical sea fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then I watched the performance of sea animals. The saw was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all sort of fantastic things in the water. One of the girls in the show rode around the pool on the back of killing whale, and another girl rode underwater on the back of a big turtle. After the saw I had lunch. There were several big restaurant at the park and I had lunch in a restaurant that was shape like a ship! Then I watched a wonderful water-ski show which was held on a lake.

There were lots of other things to do at the park. There was lake cruising, a train ride, a big water slide, swimming pools, and an incredible roller coaster called the 'corkscrew' - because it goes three loops upside down. But I wish I had gone on the roller coaster ride before lunch rather than after it!

Adafted from: [http://abidtinfaz.blogspot.co.id/2015/01/kumpulan\]contoh](http://abidtinfaz.blogspot.co.id/2015/01/kumpulan]contoh)

*recounttext-dan-soal.html*

16. sharks, and beautiful “ (paragraph 2). The underlined word is synonymous with ..... Vocabulary
- a. poor
  - b. Bad view
  - c. nasty
  - d. wonderful
17. What is the main idea of paragraph two?

- a. There was a water-ski show held on a lake.
- b. The sea animals performed fantastic things in the water.
- c. The writer visited the Oceanorium to watch all sorts of fish and performance
- d. The writer had lunch in one of the restaurants at the park

18 There were huge turtles, sharks, and a beautiful tropical sea fish.” (Paragraph 2)  
The antonym of the underlined word is .....

- a. Heavy
- b. enormous
- c. tiny
- d. massive

**Read the text carefully and answer questions !**

### **Joining the Traditional Dance Competition**

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher for a month. We also prepared the best costume we had.

We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better. Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner.

I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

Adapted from [http://abidtinfaiz.blogspot.co.id/2015/02/soal-dan-kunci-jawaban-recount-text\\_81.html](http://abidtinfaiz.blogspot.co.id/2015/02/soal-dan-kunci-jawaban-recount-text_81.html)

- 19 Which of the following statement is NOT TRUE?
- The writer was the runner up of competition
  - The writer joined the Traditional Dance Competition.
  - The writer went to Jakarta with her teacher.
  - The writer performed on the stage confidently.
20. How did the writer perform on the stage?
- Confidently
  - Nervously
  - Impatiently
  - Proudly
21. "However, we were satisfied because our effort was not useless." (Paragraph 5). The underlined word is similarly in meaning with
- attempt
  - Pride
  - Awareness
  - assignment
22. "I still could not believe when they called my name as the first winner" (Paragraph 5) What does underlined pronoun refer to?
- The writer and her teacher
  - Two hundred people
  - The participants
  - The judges

**Read the text carefully and answer questions !**

We had a three-day camp in Tawangmangu resort last week. The location was on the slope of Mount Lawu. There was a river with clear water not far from our camp site. We brought cooking and eating utensils. We also had food supply. There were noodles, eggs, fish, some canned food, mineral water and biscuits.

On the first day, we set up the tents and cooked food for our lunch. After taking a rest for a while, we walked around to see the surrounding area. The scenery was very beautiful. The weather was cold all day long so we had to wear thick jackets. We inhaled fresh air which we hardly got in town. We all were very happy. In the evening, we had dinner together. We had hot lemon tea and boiled noodles. After that, we made a camp fire. We played guitar and sang songs together. We did enjoy our good time that night.

At the second day, we went tracking until 11 a.m. After having lunch and taking a rest, we had competitions, such as tug-of-war, futsal and a guessing game. My team was a runner up in the tug-of-war and the champ in the guessing game. Unfortunately, my team lost in the futsal. Then, in the evening, we performed some dramas.

On the third day, we packed our stuff and went home. We planned to have another camp activity at the end of this semester.

Adapted from <http://www.itapuih.com/2016/07/soal-bahasa-inggris-kelas-viii-smp.html>

23. When did the campers have a camp fire?

- a. On the first day
- b. On the second day
- c. On the third day
- d. On the last day

24. The following statements are TRUE about the text, except ...

- a. The camp activity was held for two days
- b. There was a clean river near the camp site
- c. The campers had to bring their own stuffs and food



- d. The writer had to wear thick jackets because it was cold
25. The following food supply that the campers brought, except excluding fact
- a. Candy
  - b. Egg
  - c. Fish
  - d. Biscuits

26. "My team was a **runner up** in the tug-of-war and . . . ." (Paragraph 5)

What does the **underlined** word mean?

- a. The first winner
- b. The second winner
- c. The loser
- d. The third winner

**Read the text carefully and answer questions !**

Cristiano Ronaldo was born on February 5, 1985, in Funchal, Madeira, Portugal. Manchester United paid £12 million to sign him in 2003 - a record fee for a player of his age. In the 2004 FA Cup Final, he scored Manchester's first three goals and helped them capture the championship. In 2008, he set a franchise record for goals scored. In 2009, Real Madrid paid a record \$131 million for his service.

It was through his dad's work as an equipment manager at a boy's club that Ronaldo was first introduced to the game of soccer. By the time he was 10 years old, he was already recognized as a phenomenon - a kid who ate, slept and drank the game. "All he wanted to do as a boy was playing football," his godfather, Fernao Sousa, recalled for British reporters, adding, "He loved the game so much that he'd miss meals or escape out his bedroom window with a ball when he was supposed to be doing his homework."



By his early teens, Ronaldo's talent and legend had grown considerably. After a stint with Nacional da liha da Madeira, he signed with Sporting Portugal in 2001. That same year, at the tender age of 16, Ronaldo turned heads with a impressive performance against Manchester United, wowing even his opponents with his footwork and deft skill. He made such an impression that a number of United players asked their manager to try and sign the young player. It wasn't long before the club paid Ronaldo's team more than £12 million for his services - a record fee for a player of his age.

<https://englishahkam.blogspot.co.id/2014/12/recount-text-bibliography-dan-jawaban.html>

27. What was Ronaldo action for MU in year 2004?

- a. Signed new contract
- b. Scored goals to Real Madrid
- c. Got payment of \$131 million for his service
- d. Won FA Cup Championship

28 We can learn from paragraph 2 that...

- a. Ronaldo was a very energetic football player
- b. Ronaldo was a talented football player
- c. Ronaldo gained his success by his early teens
- d. Ronaldo was a legendary young football player

29“After a stint with Nacional da lihada Madeira, he **signed with** Sporting Portugal in 2001.” (Paragraph 3)

The underlined word can be replaced by.....

- a. Participated
- b. Went
- c. Followed
- d. Joined

**Read the text carefully and answer questions !**

**Unforgettable Moment**

twodyas ago, jenny and eric had dinner at an italian restaurant. Both of them ordered one medium pizz. Jenny had a bowl of soup as the appetizer and eric had a bowl of fruit salad. They ordered soft drink for eric and orange for jenny.

They enjoyed their meal until jenny found a piece of button in her soup. They made a complaint to the restaurant manager. They asked for a replacement. The manager was vey sorry about it and gave them the replacement of the soup.

Adapted from: <http://www.englishkam.blogspot.co.id/2013/05/soal-recount-text-.html>

30. based on the text above we know that...

- a. the manager of the restaurant didn't feel sorry
- b. eric and jenny had orange juice
- c. the first meal that jenny had was fizza
- d. botheric and jenny enjoyed their meal in the restaurant

31. they asked the **replacement**.

The **underlined** word has synonym to....

- a. repair
- b. change
- c. burner
- d. maintenance

32. what the purpose of the writer to write the text above?

- a. to tell the writer's experience in he past
- b.to describe an Italian restaurant
- c. to inform to eat in the restaurant
- d.to entertain the readers

Adam's diary

May 2010

23 Sunday

When I got up, I felt ill, I went back bed. Mum called the doctor. But he couldn't come because he was ill too.

24 Monday. The doctor comes at 11 o'clock. He wrote a prescription for some medicine. Mum bought it in the drugstore. It was horrible. Yuck!

25 Tuesday.

Dad bought me model aeroplane. I read the instructions, but I couldn't make it, because the dog ate the glue.

Adafted from; [http://psikologisufistik.wordpress.com/203/05/01/contoh\\_soal-uas-inggris-smp-kelas-8.html](http://psikologisufistik.wordpress.com/203/05/01/contoh_soal-uas-inggris-smp-kelas-8.html)

33.what the antonym from the word ill?

- a. fine
- b. sick
- c .unhealthy
- d .not good

34..... but I couldn't make it.

The underlined word refers to

- a. .aeroplane
- b. Father

- c. Adam
- d. Doctor

35. when I got up, I felt ill....

The expression the underline word could be best replaced by....

- a. Health
- b. Sick
- c. fine
- d. Okay

36. what is the main idea from the text?

- a.adam was sick
- b.adam got model aeroplane
- c. adam's diary
- d. doctor did come

**Read the text carefully and answer questions !**

One day, Andrew, an Australian reporter , was driving home from his office. It was very hot day. The air conditioner was not working, so Andrew wound down his car window to let wnought air come in his car. Then he switched on the radio.

When he reached the traffic lights, they were red. Andrew stopped his car and waited patiently for the lights to turn green. He notice a white van coming from the opposite direction.

When the lights turned green, both vehicles started moving. As the van passed andrew's car, it suddenly slipped over. The back door of the van nose and broke it. Andrew's nose was bleeding badly. He was **furious** that he yelled at the van driver. Poor Andrew had to stop at a hospital to see a doctor before he went home.

Adapted

from:[http://kbs.jogjakota.go.id/arsip.php?](http://kbs.jogjakota.go.id/arsip.php?Pelajaran=2kelas=criteria-page=37)

*Pelajaran=2kelas=criteria-page=37*

37. the idiom word "hot day" in line 1 can be replaced by?

- a. sunny day
- b. rainy day
- c. snowy day
- d. Sunday

38. where was Andrew driving home from?

- a. the studio
- b. the workplace
- c. a sausage factory
- d. the supermarket

39. "He was so furious that he yelled at the van driver"

The underlined word is best replaced by...

- a. cristine
- b. jack
- c. Andrew
- d. brain

40. which of the following is **not true** according to the text?

- a. Andrew, an Australian reporter
- b. Andrew, an Indonesia reporter
- c. Andrew, a singapore reporter
- d. Andrew an Africa reporter

**Try Out post test before validity**

**Mata pelajaran : Bahasa Inggris**

**Kelas : VIII**

**Waktu : 60 menit**

**Choose the correct answer by crossing (x) a,b,c, or d based in the text !**

**Read the text carefully and answer questions !**

On Saturday night, we went to the hall. It was last day of the year and a large crowd of people had gathered under the town hall clock. It would strike twelve in twenty minute's time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "it's two minutes past twelve! The clock has stopped!" I looked at my watch. It was true. The big clock refused to welcome the new year. At the moment, everybody began to laugh and sing.

Adapted from: *detik-detik UN bahasainggris; 2005/2006; IntanPariwara*

1. Why did the people gather under the town hall clock? \
  - a. To see the newly bought clock
  - b. To strike the laughing people
  - c. To welcome the new year
  - d. To stop people who shouted

2. “.....and a large **crowd** of people .....” line 1 the underlined word the synonym to ...

- a. many
- b.much
- c.a lot
- d.excessively

3. which of the following is not true according to the text?

- a. writer was waiting to celebrate the new year
- b. the writer brought a watch
- c.the writer was very happy
- d.the writer celebrated the new year with his family

4. what is the main idea from the text ?

- a. the problem that the writer met
- b. the funny new year celebration
- c. the opening of the story
- d. the past event

5. on Saturday night, we **went** to the hall.

The **underlined** word has antonym to....

- a. Wanted
- b. Wished
- c. Hoped
- d. Stayed

6. what the purpose of the text?

- a. To describe the reader or listener
- b. To explain the reader or listener
- c. To persuade the reader or listener
- d. To retail about welcome the new year

7. when did the event happen?

- a. in the end of the year
- b. in the middle of the year
- c. the Christmas celebration
- d. at the weekend as usual

**Read the text carefully and answer questions !**

Last week, I spent my holiday in Jakarta. I went there by bus. Suddenly  
Last holiday I went to Paris. I visited museums and sat in public gardens. A friendly  
waiter taught me a few words of French. Then he lent me a book. I read a few lines,  
but I did not understand a word. Every day I thought about postcards. My holidays  
passed quickly, but I did not send any cards to my friends.  
On the last day I made a big decision, I got up early and bought thirty-seven cards. I  
spent the whole day in my room, but I did not write a single card!

8. What is the purpose of the text?

- a. To describe the reader or listener
- b. To explain the reader or listener
- c. To persuade the reader or listener
- d. To entertain the reader or listener

9. What was the first place the writer visited?

- a. museum
- b. public garden
- c. his room



d. post office

10 Which of the following is not true of the text?

- a. The writer spent holiday in Jakarta
- b. The writer went there by bus.
- c. The writer did not write a single card
- d. The writer spent holiday in singapore

11. I read a few lines,...

What did the writer read?

- a. Words in a postcard
- b. Museum guiding
- c. Garden's rule
- d. Text on the book

**Read the text carefully and answer questions !**

last week, I and my dad went to a store. We went to buy some candies. In the store the candies lookedso good. I would have bought a lot of them but my dad said I could only have three. I gave the store owner the money for the candies. As we left the store, I ate one of the candies, it was yummy. I hove we come back soon.

12. who went to the store?

- a. I am
- b.the writer and his dad.
- c. my dad
- d. the writer

13. why did they want to go to the store ?

- a. the writer wanted some candies

- b.the writer liked the candies
- c. they knew the owner well
- d.the candies looked good

14.what is the main idea from the text ?

- a. i go to the candy store
- b.my dad and I buy candies
- c. I go the candy is good
- d. the candy is good

15. which of the following sentence is not true according to the text ?

- a. the wrier wanted some candies
- b.they knew the owner well
- c. the writer like the candies
- d. the candies looked so good

**Read the text carefully and answer questions !**

## DIWALI

last autumn I was in india during diwali, “the festival of lights” which takes place every year to celebrate the victory of good over evil. This festival lasts for five days and is held at the end of October or in the first week of November.

Preparations began weeks before the event. People cleaned their homes and painted wonderful designs called rangolis on the wall and floors. They bought beautiful new clothes and jewelry to wear during the festival. Women made delicious sweets which were better than any others I have ever tasted.

During the five days of diwali, every home and temple was decorated, inside and outside, with lovely clay lamps and colorful candles. After dark, the whole neighborhood glittered with thousands of tiny lights, as though in a fairy tale. Excited children set off firecrackers, and at first I was frightened by the loud bangs, but the spectacular display was so fascinating that I soon joined in the spirit of celebration.

Diwali is deeply moving festival. I am very grateful I had the chance to share in this celebration of peace and harmony. I have fond memories of the experience, and in particular I will never forget how friendly and generous people were.

Adapted from :[http:// Pak Anang.Blogspot.Com/Soal-Pengayaan-Bahasa-Inggris-SMP-UN](http://PakAnang.Blogspot.Com/Soal-Pengayaan-Bahasa-Inggris-SMP-UN) 2013

16 .women made delicious sweets which were better than any others I have ever tasted. The underlined has synonym to...

- a. celebrations
- b.wonderful design
- c.houses
- d. candies

17. the main idea of paragraph 3 is

- a. the preparations for diwali was very long.
- b.diwali was celebrated every where.
- c. the writer was very happy with diwali
- d.duringdiwali, houses were decorated with lamps and candle.

18.when is diwali held?

- a. in autumn
- b.every year
- c. first week of December

d. end of October

19. This festival lasts for five days...

The **underlined** word refers to...

- a. Celebration
- b. India
- c. Lighting the lights
- d. Diwali

20. from the text we know that...

- a. diwali was a fairy tale
- b. all ages joined the celebration.
- c. the writer was afraid of the festival
- d. diwali was an ordinary festival

21. They bought beautiful new clothes and jewelry The **underlined** word refers to..

- a. people
- b. women
- c. rangolis
- d. The writers

**Read the text carefully and answer questions !**

playing hide and seek at night

when I was a kid, I used to play hide and seek with friends. We used to play in the yard behind my house. The yard was a perfect place because it was surrounded by dense banana trees. We usually played until late at night. One day, when I was trying to find a place to hide among the banana trees, I slipped and fell into the river. I used

to take a bath at the river, but never at night! In the dark, everything looked different. I couldn't think clearly, I felt something tickling my feet. I was struggling to go out, but my feet were trapped in the mud.

Thank god, a friend finally came and helped me. He, then called others, and I was saved.

Adapted from :[http:// englishkam.blogspot.co.id](http://englishkam.blogspot.co.id) 2013/05/ contoh-soal-recount text.html

22. we used to play in the yard behind my house.

The **underlined** word refers to..

- e. Friends
  - f. Banana trees
  - g. My friends and I
  - h. The writers
23. what is the main idea of paragraph two?
- a. the river was very dark
  - b. the writer's feet were trapped in mud
  - c. the writer was hiding among the banana trees.
  - d. something strange was tickling the writer's feet

**Read the text carefully and answer questions !**

Last summer, when mum and dad weren't feeling well, Tom was taking his dog, Paddy, for a walk. Suddenly there was a rabbit running across the path they were taking. Paddy barked very loud and the scared rabbit ran into the bushes. Although Tom was trying hard to grip the collar, Paddy was running after the rabbit. That was the last time he saw Paddy.

He tried to look for him for days. Finally, five weeks later, when Tom was out for a coffee at Motorway Café, his parents called. They were having lunch when they

heard a dog barked outside the house. They hurriedly went out and there was Paddy wiggling his tail.

24. According to Paddy barked very loud and the scared rabbit ran into the bushes.”

The expression above means...

- a. Paddy tried to catch the rabbit
- b. Paddy scared of rabbit
- c. Rabbit barked aloud.
- d. Paddy and rabbit run together.

25. “He tried to look for him for days.”

Pronoun “He” refers to...

- a. Paddy
- b. Mum
- c. Tom
- d. Dad

26. According to the text, how did Paddy get lost?

- a. He felt bored and took a walk
- b. He was hungry and searched for a food
- c. He saw a rabbit and ran after walk
- d. He followed motorbike riders away

27. From the text above, it can be inferred that...

- a. Paddy lost.
- b. Paddy back to Tom’s house.
- c. Paddy died.
- d. Paddy cannot find Tom’s house.

**Read the text carefully and answer questions !**

### **Forgetful**

That Sunday evening I felt very tired after hanging out the whole day with my friends at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly I remembered that I had to call a friend. I looked for my cell phone everywhere but couldn't find it. I was getting panicky. I asked everyone in the house whether they knew where my cell phone was but no one knew.

Well, I lost it I thought. Then I had an idea. I asked my brother to call my cell phone.  
To my surprise, I heard it ringing in my jacket. My cell phone was there.

28. How did the writer get his phone cell back?
- a. He asked his friend.
  - b. He called his friend.
  - c. He asked his brother to call his number phone.
  - d. He put it on jacket.
29. It can be inferred that the writer is a ... person
- a. Diligent
  - b. Humble
  - c. Careful
  - d. Forgetful
30. "To my surprise, I heard it ringing in my jacket".  
The underline expression above means to...
- a. Curious
  - b. Proud
  - c. Happy
  - d. Shocked
31. "I was getting panicky."  
The underline word has antonym to...
- a. Calm down.
  - b. Surprise
  - c. Careless
  - d. Sloppy

**Read the text carefully and answer questions !**

It was early in the morning we left Ubud and travelled to Gili Air which is one of three islands of Lombok. It took 4 hours in total by boat. The travelling was not

bad but it was a hot day. I said to Jane on the slow boat " It's alright babe, it won't be so hot and stuffy once we get moving."

When we got to Gili Air it was still quiet so we were able to get a bungalow near the beach for about \$ 15 a night plus breakfast. We shared our room with quite a number of geckos. Some of them were quite large ones. The weather was still hot when I went diving. Jane waited for me at the seashore. She observed some fishermen who had just caught some fish. She did not want to dive because she had a trauma with sea animals. We had three days here which we spent walking around the island which takes about an hour. Every night, we sat on the couches near the beach and watched the waves and the stars. It was a fantastic journey that I ever had.

32. What is the main idea of the passage?

- a. An unforgettable moment.
- b. The long trip.
- c. A fantastic journey.
- d. The journey.

33 "... it was a hot day".

The idiom of the underline word means...

- a. Sunny
- b. Winter
- c. Cloudy
- d. Snowy

34 "...It was a fantastic journey that I ever had."

The underline word has the synonym to?

- a. Unlucky
- b. Serious
- c. Incredible
- d. Spoiled



- 35 Which of the following is not true of the text?
- e. The writer spent walking around the island.
  - f. The writer took five hour to arrive in Giili Air by boat.
  - g. The writer had three days in Gilli Air.
  - h. The weather was a hot day.

**Read the text carefully and answer questions !**

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home by motorcycle. As soon as we arrived there, we went to the clothes section at 03.00 pm. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter . I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice; I had to walk home again. When I arrived at home, I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

36. “My cell phone was broken...”  
The idiom of the statement means?
- a. The phone was new.
  - b. The phone was old.
  - c. The phone was disappear.
  - d. The phone unused

37. “I let him choose one.”  
Pronoun “him” refers to...
- a. The writer’s mother.
  - b. The writer’s friend.
  - c. The shop keeper.
  - d. The manager.

38. “I was very angry...”

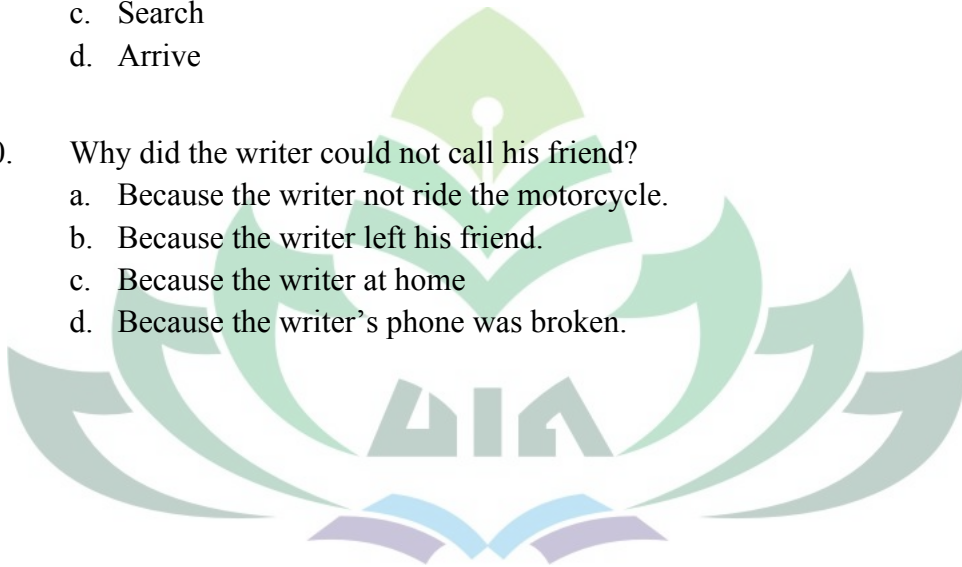
The expression of the statement means...

- a. The writer was mad.
- b. The writer was happy.
- c. The writer was glad.
- d. The writer was proud.

39. “She said that he was in the department store looking for me”  
The underline word has the synonym to...

- a. Get
- b. Catch
- c. Search
- d. Arrive

40. Why did the writer could not call his friend?
- a. Because the writer not ride the motorcycle.
  - b. Because the writer left his friend.
  - c. Because the writer at home
  - d. Because the writer’s phone was broken.



**pretest after validity**

**Mata pelajaran : Bahasa Inggris**

**Kelas : VIII**

**Waktu : 60 menit**

**Choose the correct answer by crossing (x) a, b, c, or d based in the text !**

**Vacation to Surabaya**

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low. I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

Adapted from : [http://www.caramudahbelajarbahasainggris.net/2015/04/contoh\\_dan-soal-recount-text-.html](http://www.caramudahbelajarbahasainggris.net/2015/04/contoh_dan-soal-recount-text-.html)

1. What is the topic of the text above?

- a. My vacation
- b. Vacation to Surabaya
- c. Vacation with family
- d. Vacation to foreign country

2. What did the writer do when the bus stop for rest in Lamongan?

- a. The writer bought some souvenirs
- b. The writer drank some cold lemonade
- c. The writer went to the toilet
- d. The writer got off the bus to get a cup of ginger tea

3. What did the writer feel when the bus is not there?

- a. Ashamed
- b. Sad and Angry
- c. Disappointed
- d. Shocked and confused

4. How many friend that the writer had to join the vacation?

- a. One
- b. Two
- c. Three
- d. Four

**Read the text carefully and answer questions !**

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to YogyaKraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

5. The text above mainly discusses about?
- a. the writer's trip to Yogyakarta
  - b. the writer's first visit to Prambanan
  - c. the writer's impression about the guide
  - d. the writer's experience at YogyakartaKraton
6. based on the text above we know that...
- a. There are four big temples
  - b. they stayed at Garuda Hotel
  - c. they visited the temples in Borobudur
  - d. they stayed at Dirgahayu Hotel

**Read the text carefully and answer questions !**

It was my Grandpa's birthday last Sunday. On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favourite colour. On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. *It* was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it.

On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt. Finally, my grandma told us some stories about my Grandpa.

Adapted from: [http://www.bahasainggrisoke.com/kumpulan-teks-dan-](http://www.bahasainggrisoke.com/kumpulan-teks-dan-soal-kunci_jawaban-recount-texts-part-1)

[soal-kunci\\_jawaban-recount-texts-part-1](http://www.bahasainggrisoke.com/kumpulan-teks-dan-soal-kunci_jawaban-recount-texts-part-1)

7. What is the topic of the text?

- a. Grandpa's birthday
- b. Party
- c. Nice Shopping
- d. Weekend in grandpa's house

8. *It* was a big and beautiful cake. The word *It* in paragraph three refers to?

- a. Batik shirt
- b. Cake.
- c. Flowers
- d. Chocolate

**Read the text carefully and answer questions !**

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

Adapted from : <http://abidinfaz.blogspot.co.id/2015/01/kumpulan-contoh-recount-text-dan-soal.html>

9. What was the writer's profession?
- a. A teacher
  - b. A principal
  - c. A worker
  - d. A student

10. What is the purpose of the text?
- To retell about the writer's terrible day
  - To explain about something wrong
  - To inform about the writers activities
  - To entertain the readers about the funny story
- 11 Which of the following statement is NOT TRUE according to the text?
- He had breakfast before leaving for school
  - The writer didn't sleep a wink at that night
  - He didn't hand in his homework
  - He fell down the stairs school

**Read the text carefully and answer questions !**

I really enjoyed my holiday in Australia. Last Sunday I visited a marine park called Sea World which is at surfers' Paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there.

The first thing I saw was the Oceanorium where you can watch all sorts of sea fish and animal under water. There were huge turtles, sharks, and a beautiful tropical sea fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then I watched the performance of sea animals. The saw was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all sort of fantastic things in the water. One of the girls in the show rode around the pool on the back of killing whale, and another girl rode underwater on the back of a big turtle. After the saw I had lunch. There were several big restaurant at the park and I had lunch in a restaurant that was shape like a ship! Then I watched a wonderful water-ski show which was held on a lake.

There were lots of other things to do at the park. There was lake cruising, a train ride, a big water slide, swimming pools, and an incredible roller coaster called the 'corkscrew' - because it goes three loops upside down. But I wish I had gone on the roller coaster ride before lunch rather than after it!

Adafted from:[http://abidtinfaiz.blogspot.co.id/2015/01/kumpulan\]contoh](http://abidtinfaiz.blogspot.co.id/2015/01/kumpulan]contoh)

*recounttext-dan-soal.html*

12. sharks, and beautiful “ (paragraph 2). The underlined word is synonymous with .....Vocabulary

- a. poor
- b. Bad view
- c. nasty
- d. wonderful

13 There were huge turtles, sharks, and a beautiful tropical sea fish.” (Paragraph 2)  
The antonym of the underlined word is .....

- a. Heavy
- b. enormous
- c. tiny
- d. massive

**Read the text carefully and answer questions !**

### **Joining the Traditional Dance Competition**

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher for a month. We also prepared the best costume we had.

We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better. Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner.



I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

Adapted from [http://abidtinfaiz.blogspot.co.id/2015/02/soal-dan-kunci-jawaban-recount-text\\_81.html](http://abidtinfaiz.blogspot.co.id/2015/02/soal-dan-kunci-jawaban-recount-text_81.html)

- 14 Which of the following statement is NOT TRUE?
- a. The writer was the runner up of competition
  - b. The writer joined the Traditional Dance Competition.
  - c. The writer went to Jakarta with her teacher.
  - d. The writer performed on the stage confidently.
15. How did the writer perform on the stage?
- a. Confidently
  - b. Nervously
  - c. Impatiently
  - d. Proudly
16. "However, we were satisfied because our effort was not useless." (Paragraph 5). The underlined word is similarly in meaning with
- a. attempt
  - b. Pride
  - c. Awareness
  - d. assignment

**Read the text carefully and answer questions !**

We had a three-day camp in Tawangmangu resort last week. The location was on the slope of Mount Lawu. There was a river with clear water not far from our camp site. We brought cooking and eating utensils. We also had food supply. There were noodles, eggs, fish, some canned food, mineral water and biscuits.

On the first day, we set up the tents and cooked food for our lunch. After taking a rest for a while, we walked around to see the surrounding area. The scenery was very beautiful. The weather was cold all day long so we had to wear thick jackets. We

inhaled fresh air which we hardly got in town. We all were very happy. In the evening, we had dinner together. We had hot lemon tea and boiled noodles. After that, we made a camp fire. We played guitar and sang songs together. We did enjoy our good time that night.

At the second day, we went tracking until 11 a.m. After having lunch and taking a rest, we had competitions, such as tug-of-war, futsal and a guessing game. My team was a runner up in the tug-of-war and the champ in the guessing game. Unfortunately, my team lost in the futsal. Then, in the evening, we performed some dramas.

On the third day, we packed our stuff and went home. We planned to have another camp activity at the end of this semester.

Adapted from <http://www.itapuih.com/2016/07/soal-bahasa-inggris-kelas-viii-smp.html>

17. The following statements are TRUE about the text, except ...

- a. The camp activity was held for two days
- b. There was a clean river near the camp site
- c. The campers had to bring their own stuffs and food
- d. The writer had to wear thick jackets because it was cold

18. The following food supply that the campers brought, except excluding fact

- a. Candy
- b. Egg
- c. Fish
- d. Biscuits

**Read the text carefully and answer questions !**

### **Unforgettable Moment**

twodyas ago, jenny and eric had dinner at an italian restaurant. Both of them ordered one medium pizz. Jenny had a bowl of soup as the appetizer and eric had a bowl of fruit salad. They ordered soft drink for eric and orange for jenny.

They enjoyed their meal until jenny found a piece of button in her soup. They made a complaint to the restaurant manager. They asked for a replacement. The manager was vey sorry about it and gave them the replacement of the soup.

Adapted from: <http://www.englishkam.blogspot.co.id/2013/05/soal-recount-text-.html>

19 .they asked the **replacement**.

The **underlined** word has synonym to....

- a.repair
- b.change
- c.burner
- d.maintenance

20. what the purpose of the writer to write the text above?

- a. to tell the writer's experience in he past
- b.to describe an Italian restaurant
- c. to inform to eat in the restaurant
- d.to entertain the readers

**post test after validity**

**Mata pelajaran : Bahasa Inggris**

**Kelas : VIII**

**Waktu : 60 menit**

**Choose the correct answer by crossing (x) a,b,c, or d based in the text !**

**Read the text carefully and answer questions !**

On Saturday night, we went to the hall. It was last day of the year and a large crowd of people had gathered under the town hall clock. It would strike twelve in twenty minute's time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "it's two minutes past twelve! The clock has stopped!" I looked at my watch. It was true. The big clock refused to welcome the new year. At the moment, everybody began to laugh and sing.

Adapted from: *deti k-detik UN bahasainggris; 2005/2006; IntanPariwara*

1. Why did the people gather under the town hall clock? \
  - a. To see the newly bought clock
  - b. To strike the laughing people
  - c. To welcome the new year
  - d. To stop people who shouted

2. “.....and a large **crowd** of people .....” line 1 the underlined word the synonym to ...
- a. many
  - b.much
  - c.a lot
  - d.excessively
3. which of the following is not true according to the text?
- a. writer was waiting to celebrate the new year
  - b. the writer brought a watch
  - c.the writer was very happy
  - d.the writer celebrated the new year with his family
4. what is the main idea from the text ?
- a. the problem that the writer met
  - b. the funny new year celebration
  - c. the opening of the story
  - d. the past event
5. what the purpose of the text?
- a. To describe the reader or listener
  - b. To explain the reader or listener
  - c. To persuade the reader or listener
  - d. To retail about welcome the new year
- 6.when did the event happen?
- a. in the end of the year
  - b. in the middle of the year
  - c.the Christmas celebration
  - d.at the weekend as usual

**Read the text carefully and answer questions !**

Last week, I spent my holiday in Jakarta. I went there by bus. Suddenly

Last holiday I went to paris. I visited museums and sat in public gardens. A friendly waiter taught me few words of French. Then he lent me a book. I read a few lines, but I did not understand a word. Every day I thought about postcards. My holidays passed quickly , but I did not send any cards to my friends.

On the last day I made a big decision, I got up early and bought thirty seven cards. I spent the whole day in my room, but I did not write a single card!

7. what was the first place the writer visited ?

- a. museum
- b. public garden
- c. his room
- d. post office

8. Which of the following is not true of the text?

- a. The writer spent holiday in Jakarta
- b. The writer went there by bus.
- c. The writer did not write a single card
- d. The writer spent holiday in singapore

9. I read a few lines,...

What did the writer read?

- a. Words in a postcard
- b. Museum guiding
- c. Garden's rule
- d. Text on the book

**Read the text carefully and answer questions !**

last week, I and my dad went to a store. We went to buy some candies. In the store the candies looked so good. I would have bought a lot of them but my dad said I could only have three. I gave the store owner the money for the candies. As we left the store, I ate one of the candies, it was yummy. I hope we come back soon.

10. who went to the store?

- a. I am
- b. the writer and his dad.
- c. my dad
- d. the writer

11. what is the main idea from the text ?

- a. i go to the candy store
- b. my dad and I buy candies
- c. I go the candy is good
- d. the candy is good

**Read the text carefully and answer questions !**

**DIWALI**

last autumn I was in India during Diwali, "the festival of lights" which takes place every year to celebrate the victory of good over evil. This festival lasts for five days and is held at the end of October or in the first week of November.

Preparations began weeks before the event. People cleaned their homes and painted wonderful designs called rangolis on the wall and floors. They bought beautiful new clothes and jewelry to wear during the festival. Women made delicious sweets which were better than any others I have ever tasted.

During the five days of diwali, every home and temple was decorated, inside and outside, with lovely clay lamps and colorful candles. After dark, the whole neighborhood glittered with thousands of tiny lights, as though in a fairy tale. Excited children set off firecrackers, and at first I was frightened by the loud bangs, but the spectacular display was so fascinating that I soon joined in the spirit of celebration.

Diwali is deeply moving festival. I am very grateful I had the chance to share in this celebration of peace and harmony. I have fond memories of the experience, and in particular I will never forget how friendly and generous people were.

Adapted from :[http:// Pak Anang.Blogspot.Com/Soal-Pengayaan-Bahasa-Inggris-SMP-UN 2013](http://PakAnang.Blogspot.Com/Soal-Pengayaan-Bahasa-Inggris-SMP-UN-2013)

12. from the text we know that...

- a. diwali was a fairy tale
- b. all ages joined the celebration.
- c. the writer was afraid of the festival
- d. diwali was an ordinary festival

13. They bought beautiful new clothes and jewelry The **underlined** word refers to..

- a. people
- b. women
- c. rangolis



- d. The writers

**Read the text carefully and answer questions !**

playing hide and seek at night

when I was a kid, I used to play hide and seek with friends. We used to play in the yard behind my house. The yard was a perfect place because it was surrounded by dense banana trees. We usually played until late at night. One da, when I was trying to find a place to hide among the banana trees, I slipped and fell into the river. I used to take a bath at the river, but never at night! In the dark, everything looked different. I couldn't think clearly, I felt something tickling my feet. I was struggling to go out, but my feet were trapped in the mud.

Thank god, a friend finally came and helped me. He, then called others, and I was saved.

Adapted from :[http:// englishkam.blogspot.co.id 2013/05/ contoh-soal-recount text.html](http://englishkam.blogspot.co.id/2013/05/contoh-soal-recount-text.html)

14. we used to play in the yard behind my house.

The **underlined** word refers to..

- e. Friends
- f. Banana trees
- g. My friends and I
- h. The writers

**Read the text carefully and answer questions !**

Last summer, when mum and dad weren't feeling well, Tom was taking his dog, Paddy, for a walk. Suddenly there was a rabbit running across the path they were taking. Paddy barked very loud and the scared rabbit ran into the bushes. Although

Tom was trying hard to grip the collar, Paddy was running after the rabbit. That was the last time he saw Paddy.

He tried to look for him for days. Finally, five weeks later, when Tom was out for a coffee at Motorway Café, his parents called. They were having lunch when they heard a dog barked outside the house. They hurriedly went out and there was Paddy wiggling his tail.

15. According to Paddy barked very loud and the scared rabbit ran into the bushes.”

The expression above means...

- a. Paddy tried to catch the rabbit
- b. Paddy scared of rabbit
- c. Rabbit barked aloud.
- d. Paddy and rabbit run together.

**Read the text carefully and answer questions !**

### **Forgetful**

That Sunday evening I felt very tired after hanging out the whole day with my friends at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly I remembered that I had to call a friend. I looked for my cell phone everywhere but couldn't find it. I was getting panicky. I asked everyone in the house whether they knew where my cell phone was but no one knew. Well, I lost it I thought. Then I had an idea. I asked my brother to call my cell phone. To my surprise, I heard it ringing in my jacket. My cell phone was there.

16. “I was getting panicky.”

The underline word has antonym to...

- a. Calm down.
- b. Surprise
- c. Careless

d. Sloppy

**Read the text carefully and answer questions !**

It was early in the morning we left Ubud and travelled to Gili Air which is one of three islands of Lombok. It took 4 hours in total by boat. The travelling was not bad but it was a hot day. I said to Jane on the slow boat " It's alright babe, it won't be so hot and stuffy once we get moving."

When we got to Gili Air it was still quiet so we were able to get a bungalow near the beach for about \$ 15 a night plus breakfast. We shared our room with quite a number of geckos. Some of them were quite large ones. The weather was still hot when I went diving. Jane waited for me at the seashore. She observed some fishermen who had just caught some fish. She did not want to dive because she had a trauma with sea animals. We had three days here which we spent walking around the island which takes about an hour. Every night, we sat on the couches near the beach and watched the waves and the stars. It was a fantastic journey that I ever had.

17. Which of the following is not true of the text?

- e. The writer spent walking around the island.
- f. The writer took five hour to arrive in Giili Air by boat.
- g. The writer had three days in Gilli Air.
- h. The weather was a hot day.

**Read the text carefully and answer questions !**

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home by motorcycle. As soon as we arrived there, we went to the clothes section at 03.00 pm. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter . I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his

motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice; I had to walk home again. When I arrived at home, I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

18. "I let him choose one."

Pronoun "him" refers to...

- a. The writer's mother.
- b. The writer's friend.
- c. The shop keeper.
- d. The manager

19. "She said that he was in the department store looking for me"

The underline word has the synonym to...

- a. Get
- b. Catch
- c. Search
- d. Arrive

20. Why did the writer could not call his friend?

- a. Because the writer not ride the motorcycle.
- b. Because the writer left his friend.
- c. Because the writer at home
- d. Because the writer's phone was broken.



## SILABUS

**Sekolah : SMP 17 BANDAR LAMPUNG Mata Pelajaran : Bahasa Inggris**

**Kelas : VIII (Delapan) Semester : 2 (Dua)**

Standar Kompetensi : **Membaca**

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	Teks fungsional pendek berupa: Undangan <ul style="list-style-type: none"> <li>• Makna gagasan</li> <li>• Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i></li> <li>• Langkah retorika teks <i>descriptive</i> dan <i>recount</i></li> <li>• Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i></li> <li>• Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></li> </ul>	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" 2. Mendengarkan undangan yang dibacakan oleh guru/teman 3. membaca nyaring teks fungsional pendek tentang  1. Tanya jawab berbagai hal terkait tema/topik bacaan 2. Review kosakata dan tatabahasa terkait jenis teks <i>descriptive/recount</i>	<ul style="list-style-type: none"> <li>• Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan</li> <li>• Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan</li> <li>• Mengidentifikasi fungsi sosial teks fungsional pendek berbentuk undangan</li> <li>• Mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk undangan</li> <li>• Makna gagasan</li> <li>• Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i></li> <li>• Langkah retorika teks <i>descriptive</i> dan <i>recount</i></li> <li>• Tujuan</li> </ul>	Tes lisan	Membaca nyaring	<i>Read the the text aloud and clearly.</i>	8 x 40 menit	1. Buku teks yang relevan  2. Gambar terkait tema/topik  3. Benda-benda sekitar
				Tes tertulis	Uraian	<i>Answer the following questions based on the text</i>	8 x 40 menit	
				Tes tulis	PG	<i>Choose the best option based on the text.</i>  <i>Read the text aloud.</i>	8 x 40 menit	

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar		3. Membaca teks <i>descriptive/recount</i> 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks <i>descriptive/recount</i>	komunikatif teks <i>descriptive</i> dan <i>recount</i> • Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i>	Tes tertulis	Membaca nyaring			1. Buku teks yang relevan 2. Koran/ majalah 3. Gambar peristiwa/tempat 4. Lingkungan sekitar
5.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>		6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca 7. Membaca nyaring dan bermakna teks <i>descriptive/recount</i>						

Guru Mata Pelajaran Bahasa Inggris

Bandar Lampung,  
Mahasiswa Peneliti

2017

Hermiati, S.Pd  
NIP. 19821010 201101 2 009

Septi Nur Linda  
NPM.1311040037

Kepala SMPN 17 Bandar Lampung

PURDJIJONO, S.Pd., M.MPd.  
NIP. 19570717 198103 1 016





Experimental Class

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 17 BANDAR LAMPUNG  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII /1  
 Topik Pembelajaran : Recount Text  
 Skill : Reading  
 Alokasi Waktu : 2 x 40 Menit  
 Pertemuan : 2

#### A. Standar Kompetensi:

##### Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar

#### B. Kompetensi Dasar:

- 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

#### C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi aspek- aspek dalam reading comprehension(main idea, phrase in conext,inference,grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context
2. Mengidentifikasi langkah-langkah retorika dalam text recount

#### **D. Tujuan Pembelajaran**

1. Siswa dapat Mengidentifikasi aspek- aspek dalam reading comprehension(main idea, phrase in context,inference,grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context
2. Siswa dapat Mengidentifikasi langkah-langkah retorika dalam text recount

#### **E. Metode Pembelajaran/Teknik : Herringbone Technique**

#### **F. Materi Pokok**

##### **a. Recount Text**

Recount is a piece of text that retell past events, usually in order in which they happened and has its own generic structure. Recount text consists of orientation which introduce the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

##### **b. The Generic Structures of Recount**

1. Orientation : Provides the setting and introduces participants
2. Events : Tell what happened, in what sequence.
3. Re-orientation : Optional-closure of events.

##### **c. Language Features of Recount Text**

- 1) Introducing personal participant (I, my group, etc,)
- 2) Using chronological connection (First, then, next, etc,)
- 3) Using linking verb ; (Was, were, saw, heard, etc,)
- 4) Using action verb ; (Walked, visited, swam, played, brought, bought etc,)
- 5) Using simple past tense ; (S + V2), **saw, went, etc**

#### **d. Example of Recount Text**

##### **1.Orientation**

It was early in the morning we left Ubud and travelled to Gili Air which is one of three islands of Lombok.

##### **2. Events**

When we got to Gili Air it was still quiet so we were able to get a bungalow near the beach for about \$ 15 a night plus breakfast. We shared our room with quite a number of geckos. Some of them were quite large ones. The weather was still hot when I went diving. Jane waited for me at the seashore. She observed some fishermen who had just caught some fish. She did not want to dive because she had a trauma with sea animals. We had three days here which we spent walking around the island which takes about an hour. Every night, we sat on the couches near the beach and watched the waves and the stars

##### **3. Re-orientation**

It was a fantastic journey that I ever had

#### **G. Langkah-langkah Kegiatan**

##### **1. Kegiatan Pendahuluan**

- a. Greeting (Guru menyapa peserta didik)
- b. Peserta didik dan guru berdoa bersama
- c. Peserta didik dicek kehadirannya
- d. Peserta didik mendengarkan materi yang akan disampaikan oleh guru
- e. Peserta didik diberitahukan tujuan pembelajaran oleh guru

##### **2.Kegiatan inti**

##### **Eksplorasi**

- a) Siswa ditanya apakah mereka pernah membaca cerita tentang pengalaman liburan seseorang
- b) Siswa ditanya apakah mereka pernah berlibur atau mempunyai pengalaman masalah
- c) Siswa dijelaskan tentang materi recount text
- d) Siswa di jelaskan tentang herringbone technique

### **Elaborasi**

- a. Siswa di pilihkan bagian bacaan yang akan di baca oleh siswa dan membuat kelompok yang terdiri (5-6) siswa
- b. Siswa memperhatikan gambar herringbone di papan tulis yang telah di gambarkan guru
- c. Siswa di jelaskan setiap detail yang ada pada gambar herringbone (diagram ikan) yang terdiri dari Who, Why, What, When, Where, How
- d. Siswa di jelaskan bahwa mereka akan di akan diminta untuk mencari informasi dengan menjawab pertanyaan-pertanyaan berikut:
  - Apa yang mereka lakukan?
  - Siapa pelaku dalam teks tersebut
  - Kapan mereka melakukannya?
  - Di mana mereka melakukannya?
  - Bagaimana mereka melakukannya?
  - Mengapa mereka melakukannya?
- e. Siswa di berikan waktu untuk membaca teks.

- f. Siswa di berikan salinan diagram dan meminta mereka untuk menulis jawaban terhadap pertanyaan-pertanyaan tersebut.
- g. Siswa di jelaskan bagaimana mereka mendapatkan main idea dan informasi dari teks tersebut.
- h. Dengan menggunakan informasi pada diagram, siswa merumuskan main idea dan menulisnya pada diaram
- i. Setelah siswa mempelajari prosedur mereka melengkapi diagram yang mereka miliki
- j. Siswa diminta untuk mengumpulkan hasil yang telah mereka kerjakan

### **Konfirmasi**

- a) Siswa di suruh menjawab pertanyaan-pertanyaan pilihan ganda sesuai instruksi soal
- b) Siswa dan guru sama-sama membahas jawaban pertanyaan
- c) Siswa menanyakan apakah siswa sudah memahami makna yang di ajarkan

### **3.Kegiatan Penutup**

- a. Siswa ditanya terhadap kesulitan materi yang di bahas
- b. Peserta didik dan guru menyimpulkan tentang materi pelajaran yang bertemakan recount text
- c. Peserta didik mengungkapkannya kesulitan-kesulitan yang mereka dihadapi dalam menemukan main idea

- d. Peserta didik memperhatikan dengan baik tentang hal-hal yang perlu diperhatikan
- e. Peserta didik dan guru bersama-sama berdoa sebelum meninggalkan kelas

#### H. Media dan sumber

1. White board, marker
2. Teks yang berhubungan dengan recount
3. Gambar herringbone

#### I. PENILAIAN

1. Teknik : Tertulis
2. Bentuk Instrumen : pilihan ganda
3. Instrument : Recount text

*Read the following passage and choose a, b, c, or d for each the following :*

It was early in the morning we left Ubud and travelled to Gili Air which is one of three islands of Lombok. It took 4 hours in total by boat. The travelling was not bad but it was a hot day. I said to Jane on the slow boat " It's alright babe, it won't be so hot and stuffy once we get moving."

When we got to Gili Air it was still quiet so we were able to get a bungalow near the beach for about \$ 15 a night plus breakfast. We shared our room with quite a number of geckos. Some of them were quite large ones. The weather was still hot when I went diving. Jane waited for me at the seashore. She observed some fishermen who had just caught some fish. She did not want to dive because she had a trauma with sea animals. We had three days here which we spent walking around the island which takes about an hour. Every night, we sat on the couches near the beach and watched the waves and the stars. It was a fantastic journey that I ever had.

1. What is the main idea of the passage?
  - a. An unforgettable moment.
  - b. A fantastic journey.
  - c. The long trip.
  - d. The journey.

2. "... it was a hot day".  
The idiom of the underline word means...
- Winter
  - Cloudy
  - Snowy
  - Sunny
3. "...It was a fantastic journey that I ever had."
- The underline word has the synonym to?
- Unlucky
  - Serious
  - Incredible
  - Spoiled
4. Which of the following is not true of the text?
- The writer spent walking around the island.
  - The writer had three days in Gilli Air.
  - The writer took five hour to arrive in Giili Air by boat.
  - The weather was a hot day.

Key answer :

- B
- D
- C
- C

#### J. SCORING

Pedoman penskoran : masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir dalam skala 0-100 sebagai berikut :

$$\text{Nilai akhir} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100$$

Mengetahui,  
Guru Mata Pelajaran Bahasa Inggris

Bandar Lampung,  
Mahasiswa Peneliti

2017

Hermiati, S.Pd  
NIP. 19821010 201101 2 009

Septi Nur Linda  
NPM.1311040037

Kepala SMPN 17 Bandar Lampung

HASMIARNI. M.Pd.  
NIP. 19620624 198503 2 002





## Appendix 8

Experimental Class

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 17 BANDAR LAMPUNG  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII /1  
 Topik Pembelajaran : Recount Text  
 Skill : Reading  
 Alokasi Waktu : 2 x 40 Menit  
 Pertemuan : 1

#### A. Standar Kompetensi:

##### Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

#### B. Kompetensi Dasar:

- 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

#### C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi aspek- aspek dalam reading comprehension(main idea, phrase in conext,inference,grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context
2. Mengidentifikasi langkah-langkah retorika dalam text recount

#### **D. Tujuan Pembelajaran**

1. Siswa dapat mengidentifikasi aspek- aspek dalam reading comprehension (main idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context)
2. Siswa dapat mengidentifikasi langkah-langkah retorika dalam text recount

#### **E. Metode Pembelajaran/Teknik : Herringbone Technique**

#### **F. Materi Pokok**

##### **a. Recount Text**

Recount is a piece of text that retell past events, usually in order in which they happened and has its own generic structure. Recount text consists of orientation which introduce the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

##### **b. The Generic Structures of Recount**

1. Orientation : Provides the setting and introduces participants
2. Events : Tell what happened, in what sequence.
3. Re-orientation : Optional-closure of events.

##### **c. Language Features of Recount Text**

- 1) Introducing personal participant (I, my group, etc,)
- 2) Using chronological connection (First, then, next, etc,)
- 3) Using linking verb ; (Was, were, saw, heard, etc,)
- 4) Using action verb ; (Walked, visited, swam, played, brought, bought etc,)
- 5) Using simple past tense ; (S + V2), **saw, went, etc**

#### **d. Example of Recount Text**

##### **1.Orientation**

I had a terrible day yesterday

##### **2.Events**

First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

##### **3. Re-orientation**

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

#### **G. Langkah-langkah Kegiatan**

##### **1. Kegiatan Pendahuluan**

- a. Greeting (Guru menyapa peserta didik)
- b. Peserta didik dan guru berdoa bersama
- c. Peserta didik dicek kehadirannya
- d. Peserta didik mendengarkan materi yang akan disampaikan oleh guru
- e. Peserta didik diberitahukan tujuan pembelajaran oleh guru

##### **2.Kegiatan inti**

##### **Eksplorasi**

- a) Siswa ditanya apakah mereka pernah membaca cerita tentang pengalaman liburan seseorang

- b) Siswa ditanya apakah mereka pernah berlibur atau mempunyai pengalaman masalah
- c) Siswa dijelaskan tentang materi recount text
- d) Siswa di jelaskan tentang herringbone technique

### **Elaborasi**

- a) Siswa di pilihkan bagian bacaan yang akan di baca oleh siswa dan membuat kelompok yang terdiri (5-6) siswa
- b) Siswa memperhatikan gambar herringbone di papan tulis yang telah di gambarkan guru
- c) Siswa di jelaskan setiap detail yang ada pada gambar herringbone (diagram ikan) yang terdiri dari Who, Why, What, When, Where, How
- d) Siswa di jelaskan bahwa mereka akan di akan diminta untuk mencari informasi dengan menjawab pertanyaan-pertanyaan berikut:
  - Apa yang mereka lakukan?
  - Siapa pelaku dalam teks tersebut
  - Kapan mereka melakukannya?
  - Di mana mereka melakukannya?
  - Bagaimana mereka melakukannya?
  - Mengapa mereka melakukannya?
- e) Siswa di berikan waktu untuk membaca teks.
- f) Siswa di berikan salinan diagram dan meminta mereka untuk menulis jawaban terhadap pertanyaan-pertanyaan tersebut.

- g) Siswa di jelaskan bagaimana mereka mendapatkan main idea dan informasi dari teks tersebut.
- h) Dengan menggunakan informasi pada diagram, siswa merumuskan main idea dan menulisnya pada diaram
- i) Setelah siswa mempelajari prosedur mereka melengkapi diagram yang mereka miliki
- j) Siswa diminta untuk mengumpulkan hasil yang telah mereka kerjakan

### **Konfirmasi**

- a) Siswa di suruh menjawab pertanyaan-pertanyaan pilihan ganda sesuai instruksi soal
- b) Siswa dan guru sama-sama membahas jawaban pertanyaan
- c) Siswa menanyakan apakah siswa sudah memahami makna yang di ajarkan

### **3.Kegiatan Penutup**

- a) Siswa ditanya terhadap kesulitan materi yang di bahas
- b) Peserta didik dan guru menyimpulkan tentang materi pelajaran yang bertemakan recount text
- c) Peserta didik mengungkapkannya kesulitan-kesulitan yang mereka dihadapi dalam menemukan main idea
- d) Peserta didik memperhatikan dengan baik tentang hal-hal yang perlu diperhatikan
- e) Peserta didik dan guru bersama-sama berdoa sebelum meninggalkan kelas

### H. Media dan sumber

1. White board, marker
2. Teks yang berhubungan dengan recount
3. Gambar herringbone

### I. Penilaian

1. Teknik : Tertulis
2. Bentuk Instrumen : pilihan ganda
3. Instrument : Recount text

*Read the following passage and choose a, b, c, or d for each the following :*

#### My Day

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Adapted from: [https://englishahkam.blogspot.co.id/2012/09/contoh-teks-recount-my-day-beserta-soal\\_11.html](https://englishahkam.blogspot.co.id/2012/09/contoh-teks-recount-my-day-beserta-soal_11.html)

1. What happened to the writer yesterday?
  - a. He has a terrible day
  - b. He gets a terrible day
  - c. He had a terrible day
  - d. He got a terrible day.
2. Why did he wake up an hour late?
  - A. Because he didn't set alarm clock.

- B. Because his alarm clock didn't go off.  
 C. Because he didn't see alarm clock.  
 D. Because his alarm clock didn't work.
3. What did he do after having breakfast?  
 A. He got dressed so quickly that he forgot to wear socks.  
 B. He wear socks so quickly that he forgot to get dressed.  
 C. He ran out of the house trying to get the 9:30 bus.  
 D. He burned his hand when he was making breakfast.
4. How far did the writer walk?  
 A. He walked for two miles.  
 B. He walked for three miles.  
 C. He walked for four miles.  
 D. He walked for five miles.
5. What des the writer hope?  
 A. The writer hopes to discover that it was Sunday.  
 B. The writer hopes to take a taxi.  
 C. The writer hopes he never had a day like yesterday.  
 D. The writer hopes that yesterday will be better.

Key answer :

1,B 2,A 3, A 4, C. 5. C

#### J. SCORING

Pedoman penskoran : masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir dalam skala 0-100 sebagai berikut :

$$\text{Nilai akhir} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100$$

Mengetahui,  
 Guru Mata Pelajaran Bahasa Inggris

Bandar Lampung,  
 Mahasiswa Peneliti

2017

Hermiati, S.Pd  
NIP. 19821010 201101 2 009

Septi Nur Linda  
NPM.1311040037

Kepala SMPN 17 Bandar Lampung

HASMIARNI. M.Pd.  
NIP. 19620624 198503 2 002





Experimental Class

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 17 BANDAR LAMPUNG  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII /1  
 Topik Pembelajaran : Recount Text  
 Skill : Reading  
 Alokasi Waktu : 2 x 40 Menit  
 Pertemuan : 3

#### A. Standar Kompetensi:

##### Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar

#### B. Kompetensi Dasar:

- 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

#### C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi aspek- aspek dalam reading comprehension(main idea, phrase in conext,inference,grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context
2. Mengidentifikasi langkah-langkah retorika dalam text recount

#### **D. Tujuan Pembelajaran**

1. Siswa dapat mengidentifikasi aspek- aspek dalam reading comprehension (main idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context)
2. Siswa dapat mengidentifikasi langkah-langkah retorika dalam text recount

#### **E. Metode Pembelajaran/Teknik : Herringbone Technique**

#### **F. Materi Pokok**

##### **a. Recount Text**

Recount is a piece of text that retell past events, usually in order in which they happened and has its own generic structure. Recount text consists of orientation which introduce the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

##### **b. The Generic Structures of Recount**

1. Orientation : Provides the setting and introduces participants
2. Events : Tell what happened, in what sequence.
3. Re-orientation : Optional-closure of events.

##### **c. Language Features of Recount Text**

- 1) Introducing personal participant (I, my group, etc,)
- 2) Using chronological connection (First, then, next, etc,)
- 3) Using linking verb ; (Was, were, saw, heard, etc,)
- 4) Using action verb ; (Walked, visited, swam, played, brought, bought etc,)
- 5) Using simple past tense ; (S + V2), **saw, went, etc**

#### **d. Example of Recount Text**

##### **1.Orientation**

When I was seven years old, I was given a small wallet to keep my pocket money in. I felt so happy and put it in my hip pocket

##### **2.Events**

One day, during the break time at school, I discovered that my wallet was missing. I checked it but I could not find it. There was some money in the wallet and without it I could not buy anything to eat. I was close to tears. It was not because of losing my precious wallet but because I might get scolded by my parents. Anyhow I went hungry that day.

In the class I could not concentrate well to study at all. I kept thinking about how I lost my wallet and what my parents would react. How was I going to explain the loss? I did not know whether someone had taken it from my pocket or it had merely fallen out. I hoped that someone would find and return it to me.

When I told my mother about my loss, she was angry. She told me that it would not have happened if I had been careful. When my father came home, I got another anger. Then he told me that there would not be any more wallets for me until I got older.

Luckily, I still got pocket money from my parents. I am glad to say that I never lost anything again. I had learned to be more careful. It is not pleasant to lose something and then get scolded for losing it.

##### **3. Re-orientation**

I had learned to be more careful. It is not pleasant to lose something and then get scolded for losing it.

## **G. Langkah-langkah Kegiatan**

### **1. Kegiatan Pendahuluan**

- a. Greeting (Guru menyapa peserta didik)
- b. Peserta didik dan guru berdoa bersama
- c. Peserta didik dicek kehadirannya
- d. Peserta didik mendengarkan materi yang akan disampaikan oleh guru
- e. Peserta didik diberitahukan tujuan pembelajaran oleh guru

### **2. Kegiatan inti**

#### **Eksplorasi**

- a) Siswa ditanya apakah mereka pernah membaca cerita tentang pengalaman liburan seseorang
- b) Siswa ditanya apakah mereka pernah berlibur atau mempunyai pengalaman masalah
- c) Siswa dijelaskan tentang materi recount text
- d) Siswa dijelaskan tentang herringbone technique

#### **Elaborasi**

- a. Siswa dipilih bagian bacaan yang akan di baca oleh siswa dan membuat kelompok yang terdiri (5-6) siswa
- b. Siswa memperhatikan gambar herringbone di papan tulis yang telah di gambarkan guru
- c. Siswa di jelaskan setiap detail yang ada pada gambar herringbone (diagram ikan) yang terdiri dari Who, Why, What, When, Where, How
- d. Siswa di jelaskan bahwa mereka akan di akan diminta untuk mencari informasi dengan menjawab pertanyaan-pertanyaan berikut:

- Apa yang mereka lakukan?

- Siapa pelaku dalam teks tersebut
  - Kapan mereka melakukannya?
  - Di mana mereka melakukannya?
  - Bagaimana mereka melakukannya?
  - Mengapa mereka melakukannya?
- e. Siswa di berikan waktu untuk membaca teks.
- f. Siswa di berikan salinan diagram dan meminta mereka untuk menulis jawaban terhadap pertanyaan-pertanyaan tersebut.
- g. Siswa di jelaskan bagaimana mereka mendapatkan main idea dan informasi dari teks tersebut.
- h. Dengan menggunakan informasi pada diagram, siswa merumuskan main idea dan menulisnya pada diaram
- i. Setelah siswa mempelajari prosedur mereka melengkapi diagram yang mereka miliki
- j. Siswa diminta untuk mengumpulkan hasil yang telah mereka kerjakan

### **Konfirmasi**

- a) Siswa di suruh menjawab pertanyaan-pertanyaan pilihan ganda sesuai instruksi soal
- b) Siswa dan guru sama-sama membahas jawaban pertanyaan
- c) Siswa menanyakan apakah siswa sudah memahami makna yang di ajarkan

### 3. Kegiatan Penutup

- a. Siswa ditanya terhadap kesulitan materi yang di bahas
- b. Peserta didik dan guru menyimpulkan tentang materi pelajaran yang bertemakan recount text
- c. Peserta didik mengungkapkannya kesulitan-kesulitan yang mereka dihadapi dalam menemukan main idea
- d. Peserta didik memperhatikan dengan baik tentang hal-hal yang perlu diperhatikan
- e. Peserta didik dan guru bersama-sama berdoa sebelum meninggalkan kelas

### H. Media dan sumber

1. White board, marker
2. Teks yang berhubungan dengan recount
3. Gambar herringbone

### I. Penilaian

1. Teknik : Tertulis
2. Bentuk Instrumen : pilihan ganda
3. Instrument : Recount text

*Read the following passage and choose a, b, c, or d for each the following :*

When I was seven years old, I was given a small wallet to keep my pocket money in. I felt so happy and put it in my hip pocket.

One day, during the break time at school, I discovered that my wallet was missing. I checked it but I could not find it. There was some money in the wallet and without it I could not buy anything to eat. I was close to tears. It was not because of losing my precious wallet but because I might get scolded by my parents. Anyhow I went hungry that day.

In the class I could not concentrate well to study at all. I kept thinking about how I lost my wallet and what my parents would react. How was I going to explain the loss? I did not know whether someone had taken it from my pocket or it had merely fallen out. I hoped that someone would find and return it to me.

When I told my mother about my loss, she was angry. She told me that it would not have happened if I had been careful. When my father came home, I got another anger. Then he told me that there would not be any more wallets for me until I got older.

Luckily, I still got pocket money from my parents. I am glad to say that I never lost anything again. I had learned to be more careful. It is not pleasant to lose something and then get scolded for losing it.

(Adapted from: [www.englishdaily626.com](http://www.englishdaily626.com))

1. "I hoped that someone would find it and return it to me" (Paragraph three underlined word refers to ....
  - A. Lost
  - B. Fare
  - C. Pocket
  - D. wallet
2. Why is it difficult for the writer to concentrate on her study?
  - A. He kept thinking about how his parents would react.
  - B. He still got pocket-money from his parents.
  - C. His father got angry with her.
  - D. He lost his wallet.
3. What did his parents do after the writer told about his loss?
  - A. His parents were laugh
  - B. His parents were happy
  - C. His parents were angry
  - D. His parents were glad
4. I was close to tear.  
The expression above refers to.....
  - A. The writer was cry
  - B. The writer was curious
  - C. The writer was glad
  - D. The writer was shocked
5. "It was not because of losing my precious wallet but because I might get scolded parents" (second paragraph). The closest meaning of the underlined word is .....
  - A. Expensive
  - B. Luxurious
  - C. Valuable
  - D. Unique

Key answer :

1,A 2,A 3, D 4, B. 5 ,C

#### J. SCORING

Pedoman penskoran : masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir dalam skala 0-100 sebagai berikut :

$$\text{Nilai akhir} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100$$

Mengetahui,  
Guru Mata Pelajaran Bahasa Inggris

Bandar Lampung,  
Mahasiswa Peneliti

2017

Hermiati, S.Pd  
NIP. 19821010 201101 2 009

Septi Nur Linda  
NPM.1311040037

Kepala SMPN 17 Bandar Lampung

HASMIARNI. M.Pd.  
NIP. 19620624 198503 2 002



## Appendix 11

Control class

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 17 BANDAR LAMPUNG  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII /1  
 Topik Pembelajaran : Recount Text  
 Skill : Reading  
 Alokasi Waktu : 2 x 40 Menit  
 Pertemuan : 1

#### A. Standar Kompetensi:

##### Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar

#### B. Kompetensi Dasar:

- 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

#### C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi aspek- aspek dalam reading comprehension(main idea, phrase in conext,inference,grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context
2. Mengidentifikasi langkah-langkah retorika dalam text recount

#### **D. Tujuan Pembelajaran**

1. Siswa dapat mengidentifikasi aspek- aspek dalam reading comprehension(main idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context)
2. Siswa dapat mengidentifikasi langkah-langkah retorika dalam text recount

#### **E. Metode Pembelajaran/Teknik : Lecturing Technique**

#### **F. Materi Pokok**

##### **a. Recount Text**

Recount is a piece of text that retell past events, usually in order in which they happened and has its own generic structure. Recount text consists of orientation which introduce the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

##### **b. The Generic Structures of Recount**

1. Orientation : Provides the setting and introduces participants
2. Events : Tell what happened, in what sequence.
3. Re-orientation : Optional-closure of events.

##### **c. Language Features of Recount Text**

- 1) Introducing personal participant (I, my group, etc,)
- 2) Using chronological connection (First, then, next, etc,)
- 3) Using linking verb ; (Was, were, saw, heard, etc,)
- 4) Using action verb ; (Walked, visited, swam, played, brought, bought etc,)
- 5) Using simple past tense ; (S + V2), **saw, went, etc**

#### **d. Example of Recount Text**

##### **1.Orientation**

I had a terrible day yesterday

##### **2.Events**

First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

##### **3. Re-orientation**

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

#### **G. Langkah-langkah Kegiatan**

##### **1. Kegiatan Pendahuluan**

- a) Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang Kelas
- b) Mengecek kehadiran siswa

##### **2.Kegiatan inti**

##### **Eksplorasi**

- a) Guru menyajikan informasi dalam proses pembelajaran
- b) Guru sebagai pusat siswa untuk mendapatkan informasi
- c) Guru mengklarifikasi topic memberitahu siswa tentang recount text
- d) Guru meminta siswa untuk pertanyaan tentang recount text

##### **Elaborasi**

- a) Siswa memperhatikan saat guru menjelaskan materi yang akan di pelajari

- b) Mengklarifikasi topik dan mendiskusikan, guru menjelaskan recount teks dan mendorong siswa untuk memahami teks tersebut
- c) Siswa membaca teks recount
- d) Siswa diminta untuk menjawab pertanyaan yang telah diberikan guru

### **Konfirmasi**

- a) Siswa di suruh menjawab pertanyaan-pertanyaan pilihan ganda sesuai instruksi soal
- b) Siswa dan guru sama-sama membahas jawaban pertanyaan

### **3. Kegiatan Penutup**

- a) Siswa membuat kesimpulan dalam mata pelajaran
- b) Guru menutup mata pelajaran

### **H. Media dan sumber**

- 1. White board, marker
- 2. Teks yang berhubungan dengan recount

### **I. PENILAIAN**

- 1. Teknik : Tertulis
- 2. Bentuk Instrumen : pilihan ganda
- 3. Instrument : Recount text

*Read the following passage and choose a, b, c, or d for each the following :*

### **My Day**

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Adapted from: [https://englishahkam.blogspot.co.id/2012/09/contoh-teks-recount-my-day-beserta-soal\\_11.html](https://englishahkam.blogspot.co.id/2012/09/contoh-teks-recount-my-day-beserta-soal_11.html)

1. What happened to the writer yesterday?
  - a. He has a terrible day
  - b. He gets a terrible day
  - c. He had a terrible day
  - d. He got a terrible day.
2. Why did he wake up an hour late?
  - A. Because he didn't set alarm clock.
  - B. Because his alarm clock didn't go off.
  - C. Because he didn't see alarm clock.
  - D. Because his alarm clock didn't work.
3. What did he do after having breakfast?
  - A. He got dressed so quickly that he forgot to wear socks.
  - B. He wear socks so quickly that he forgot to get dressed.
  - C. He ran out of the house trying to get the 9:30 bus.
  - D. He burned his hand when he was making breakfast.
4. How far did the writer walk?
  - A. He walked for two miles.
  - B. He walked for three miles.
  - C. He walked for four miles.
  - D. He walked for five miles.
5. What des the writer hope?
  - A. The writer hopes to discover that it was Sunday.
  - B. The writer hopes to take a taxi.
  - C. The writer hopes he never had a day like yesterday.
  - D. The writer hopes that yesterday will be better.

Key answer :

1,B 2,A 3, A 4, C. 5. C

J. SCORING

Pedoman penskoran : masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir dalam skala 0-100 sebagai berikut :

$$\text{Nilai akhir} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100$$

Mengetahui,  
Guru Mata Pelajaran Bahasa Inggris

Bandar Lampung,  
Mahasiswa Peneliti

2017

Hermiati, S.Pd  
NIP. 19821010 201101 2 009

Septi Nur Linda  
NPM.1311040037

Kepala SMPN 17 Bandar Lampung

HASMIARNI. M.Pd.  
NIP. 19620624 198503 2 002

Control Class

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 17 BANDAR LAMPUNG  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII /1  
 Topik Pembelajaran : Recount Text  
 Skill : Reading  
 Alokasi Waktu : 2 x 40 Menit  
 Pertemuan : 3

#### A. Standar Kompetensi:

##### Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar

#### B. Kompetensi Dasar:

- 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

#### C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi aspek- aspek dalam reading comprehension(main idea, phrase in conext, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context)
2. Mengidentifikasi langkah-langkah retorika dalam text recount

#### **D. Tujuan Pembelajaran**

1. Siswa dapat mengidentifikasi aspek- aspek dalam reading comprehension(main idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context)
2. Siswa dapat mengidentifikasi langkah-langkah retorika dalam text recount

#### **E. Metode Pembelajaran/Teknik : Lecturing Technique**

#### **F. Materi Pokok**

##### **a. Recount Text**

Recount is a piece of text that retell past events, usually in order in which they happened and has its own generic structure. Recount text consists of orientation which introduce the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

##### **b. The Generic Structures of Recount**

1. Orientation : Provides the setting and introduces participants
2. Events : Tell what happened, in what sequence.
3. Re-orientation : Optional-closure of events.

##### **c. Language Features of Recount Text**

- 1) Introducing personal participant (I, my group, etc,)
- 2) Using chronological connection (First, then, next, etc,)
- 3) Using linking verb ; (Was, were, saw, heard, etc,)
- 4) Using action verb ; (Walked, visited, swam, played, brought, bought etc,)
- 5) Using simple past tense ; (S + V2), **saw, went, etc**



#### **d. Example of Recount Text**

##### **1.Orientation**

When I was seven years old, I was given a small wallet to keep my pocket money in. I felt so happy and put it in my hip pocket

##### **2.Events**

One day, during the break time at school, I discovered that my wallet was missing. I checked it but I could not find it. There was some money in the wallet and without it I could not buy anything to eat. I was close to tears. It was not because of losing my precious wallet but because I might get scolded by my parents. Anyhow I went hungry that day.

In the class I could not concentrate well to study at all. I kept thinking about how I lost my wallet and what my parents would react. How was I going to explain the loss? I did not know whether someone had taken it from my pocket or it had merely fallen out. I hoped that someone would find and return it to me.

When I told my mother about my loss, she was angry. She told me that it would not have happened if I had been careful. When my father came home, I got another anger. Then he told me that there would not be any more wallets for me until I got older.

Luckily, I still got pocket money from my parents. I am glad to say that I never lost anything again. I had learned to be more careful. It is not pleasant to lose something and then get scolded for losing it.

##### **3. Re-orientation**

I had learned to be more careful. It is not pleasant to lose something and then get scolded for losing it.

## **G. Langkah-langkah Kegiatan**

### **1. Kegiatan Pendahuluan**

- a) Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang Kelas
- b) Mengecek kehadiran siswa

### **2. Kegiatan inti**

#### **Eksplorasi**

- a) Guru menyajikan informasi dalam proses pembelajaran
- b) Guru sebagai pusat siswa untuk mendapatkan informasi
- c) Guru mengklarifikasi topik memberitahu siswa tentang recount text
- d) Guru meminta siswa untuk pertanyaan tentang recount text

#### **Elaborasi**

- a) Siswa memperhatikan saat guru menjelaskan materi yang akan di pelajari
- b) Mengklarifikasi topik dan mendiskusikan, guru menjelaskan recount teks dan mendorong siswa untuk memahami teks tersebut
- c) Siswa membaca teks recount
- d) Siswa diminta untuk menjawab pertanyaan yang telah di berikan guru

#### **Konfirmasi**

- a) Siswa di suruh menjawab pertanyaan-pertanyaan pilihan ganda sesuai instruksi soal
- b) Siswa dan guru sama-sama membahas jawaban pertanyaan

### **1. Kegiatan Penutup**

- a) Siswa membuat kesimpulan dalam mata pelajaran
- b) Guru menutup mata pelajaran

## **H. Media dan sumber**

- 1. White board, marker

## 2. Teks yang berhubungan dengan recount

### I. PENILAIAN

1. Teknik : Tertulis
2. Bentuk Instrumen : pilihan ganda
3. Instrument : Recount text

*Read the following passage and choose a, b, c, or d for each the following :*

When I was seven years old, I was given a small wallet to keep my pocket money in. I felt so happy and put it in my hip pocket.

One day, during the break time at school, I discovered that my wallet was missing. I checked it but I could not find it. There was some money in the wallet and without it I could not buy anything to eat. I was close to tears. It was not because of losing my precious wallet but because I might get scolded by my parents. Anyhow I went hungry that day.

In the class I could not concentrate well to study at all. I kept thinking about how I lost my wallet and what my parents would react. How was I going to explain the loss? I did not know whether someone had taken it from my pocket or it had merely fallen out. I hoped that someone would find and return it to me.

When I told my mother about my loss, she was angry. She told me that it would not have happened if I had been careful. When my father came home, I got another anger. Then he told me that there would not be any more wallets for me until I got older.

Luckily, I still got pocket money from my parents. I am glad to say that I never lost anything again. I had learned to be more careful. It is not pleasant to lose something and then get scolded for losing it.

*(Adapted from: [www.englishdaily626.com](http://www.englishdaily626.com))*

1. "I hoped that someone would find it and return it to me" (Paragraph three underlined word refers to ....  
 A. Lost  
 B. Fare  
 C. Pocket  
 D. wallet
2. Why is it difficult for the writer to concentrate on her study?  
 A. He kept thinking about how his parents would react.  
 B. He still got pocket-money from his parents.

- C. His father got angry with her.  
D. He lost his wallet.
3. What did his parents do after the writer told about his loss?  
A. His parents were laugh  
B. His parents were happy  
C. His parents were angry  
D. His parents were glad
4. I was close to tear.  
The expression above refers to.....  
A. The writer was cry  
B. The writer was curious  
C. The writer was glad  
D. The writer was shocked
5. "It was not because of losing my precious wallet but because I might get scolded parents" (second paragraph). The closest meaning of the underlined word is .....
- A. Expensive  
B. Luxurious  
C. Valuable  
D. Unique

Key answer :

1,A 2,A 3, D 4, B. 5. C

#### J. SCORING

Pedoman penskoran : masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir dalam skala 0-100 sebagai berikut :

$$\text{Nilai akhir} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100$$

Mengetahui,  
Guru Mata Pelajaran Bahasa Inggris

Bandar Lampung,  
Mahasiswa Peneliti

2017

Hermiati, S.Pd  
NIP. 19821010 201101 2 009

Septi Nur Linda  
NPM.1311040037

Kepala SMPN 17 Bandar Lampung

HASMIARNI, M.Pd.  
NIP. 19620624 198503 2 002



Control Class

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 17 BANDAR LAMPUNG  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII /1  
 Topik Pembelajaran : Recount Text  
 Skill : Reading  
 Alokasi Waktu : 2 x 40 Menit  
 Pertemuan : 2

#### A. Standar Kompetensi:

##### Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar

#### B. Kompetensi Dasar:

- 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

#### C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi aspek- aspek dalam reading comprehension(main idea, phrase in conext,inference,grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context
2. Mengidentifikasi langkah-langkah retorika dalam text recount

#### **D. Tujuan Pembelajaran**

1. Siswa dapat mengidentifikasi aspek- aspek dalam reading comprehension(main idea, phrase in context, inference,grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context)
2. Siswa dapat mengidentifikasi langkah-langkah retorika dalam text recount

#### **E. Metode Pembelajaran/Teknik : Lecturing Technique**

#### **F. Materi Pokok**

##### **a. Recount Text**

Recount is a piece of text that retell past events, usually in order in which they happened and has its own generic structure. Recount text consists of orientation which introduce the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

##### **b. The Generic Structures of Recount**

1. Orientation : Provides the setting and introduces participants
2. Events : Tell what happened, in what sequence.
3. Re-orientation : Optional-closure of events.

##### **c. Language Features of Recount Text**

- 1) Introducing personal participant (I, my group, etc,)
- 2) Using chronological connection (First, then, next, etc,)
- 3) Using linking verb ; (Was, were, saw, heard, etc,)
- 4) Using action verb ; (Walked, visited, swam, played, brought, bought etc,)
- 5) Using simple past tense ; (S + V2), saw, went, etc

#### **d. Example of Recount Text**

##### **1.Orientation**

It was early in the morning we left Ubud and travelled to Gili Air which is one of three islands of Lombok.

##### **2. Events**

When we got to Gili Air it was still quiet so we were able to get a bungalow near the beach for about \$ 15 a night plus breakfast. We shared our room with quite a number of geckos. Some of them were quite large ones. The weather was still hot when I went diving. Jane waited for me at the seashore. She observed some fishermen who had just caught some fish. She did not want to dive because she had a trauma with sea animals. We had three days here which we spent walking around the island which takes about an hour. Every night, we sat on the couches near the beach and watched the waves and the stars

##### **3.Re-orientation**

It was a fantastic journey that I ever had

#### **G.Langkah-langkah Kegiatan**

##### **1. Kegiatan Pendahuluan**

- a) Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang Kelas
- b) Mengecek kehadiran siswa

##### **2.Kegiatan inti**

###### **Eksplorasi**

- a) Guru menyajikan informasi dalam proses pembelajaran
- b) Guru sebagai pusat siswa untuk mendapatkan informasi



- c) Guru mengklarifikasi topik memberitahu siswa tentang recount text
- d) Guru meminta siswa untuk pertanyaan tentang recount text

#### **Elaborasi**

- a) Siswa memperhatikan saat guru menjelaskan materi yang akan di pelajari
- b) Mengklarifikasi topik dan mendiskusikan, guru menjelaskan recount teks dan mendorong siswa untuk memahami teks tersebut
- c) Siswa membaca teks recount
- d) Siswa diminta untuk menjawab pertanyaan yang telah di berikan guru

#### **Konfirmasi**

- a) Siswa di suruh menjawab pertanyaan-pertanyaan pilihan ganda sesuai instruksi soal
- b) Siswa dan guru sama-sama membahas jawaban pertanyaan

#### **3. Kegiatan Penutup**

- a) Siswa membuat kesimpulan dalam mata pelajaran
- b) Guru menutup mata pelajaran

#### **H. Media dan sumber**

- 1. White board, marker
- 2. Teks yang berhubungan dengan recount

#### **I. PENILAIAN**

- 1. Teknik : Tertulis
- 2. Bentuk Instrumen : pilihan ganda
- 3. Instrument : Recount text

*Read the following passage and choose a, b, c, or d for each the following :*

It was early in the morning we left Ubud and travelled to Gili Air which is one of three islands of Lombok. It took 4 hours in total by boat. The travelling was not

bad but it was a hot day. I said to Jane on the slow boat " It's alright babe, it won't be so hot and stuffy once we get moving."

When we got to Gili Air it was still quiet so we were able to get a bungalow near the beach for about \$ 15 a night plus breakfast. We shared our room with quite a number of geckos. Some of them were quite large ones. The weather was still hot when I went diving. Jane waited for me at the seashore. She observed some fishermen who had just caught some fish. She did not want to dive because she had a trauma with sea animals. We had three days here which we spent walking around the island which takes about an hour. Every night, we sat on the couches near the beach and watched the waves and the stars. It was a fantastic journey that I ever had.

1. What is the main idea of the passage?
  - a. An unforgettable moment.
  - b. A fantastic journey.
  - c. The long trip.
  - d. The journey.
2. "... it was a hot day".  
The idiom of the underline word means...
  - a. Winter
  - b. Cloudy
  - c. Snowy
  - d. Sunny
3. "...It was a fantastic journey that I ever had."  
The underline word has the synonym to?
  - a. Unlucky
  - b. Serious
  - c. Incredible
  - d. Spoiled
4. Which of the following is not true of the text?
  - a. The writer spent walking around the island.
  - b. The writer had three days in Gili Air.
  - c. The writer took five hour to arrive in Gili Air by boat.
  - d. The weather was a hot day.

Key answer :

1. B
2. D
3. C
4. C

#### J. SCORING

Pedoman penskoran : masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir dalam skala 0-100 sebagai berikut :

$$\text{Nilai akhir} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100$$

Mengetahui,  
Guru Mata Pelajaran Bahasa Inggris

Bandar Lampung,  
Mahasiswa Peneliti

2017

Hermiati, S.Pd  
NIP. 19821010 201101 2 009

Septi Nur Linda  
NPM.1311040037

Kepala SMPN 17 Bandar Lampung

HASMIARNI. M.Pd.  
NIP. 19620624 198503 2 002



### Form of Construct Validity for Reading Test (Pre-Test)

Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/1  
Penelaah : Hermiati, S.Pd

Petunjuk pengisian format pengisian butir soal :

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2. Berilah tanda cek (✓) pada kolom “Ya” apabila soal yang di telaah sudah sesuai dengan kriteria
3. Berilah tanda cek (X) pada kolom “Tidak” apabila soal yang di telaah tidak sesuai dengan kriteria
4. Kemudian tuliskan alasan pada ruang catatan atau pada teks soal dan perbaikanya.

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas VIII semester 1?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?			
3	Apakah intruksi dapat dipahami siswa?			
4	Apakah intruksi sudah sesuai dengan aspek yang diukur?			
5	Apakah alokasi waktu sudah cukup?			
6	Apakah items nomor 1, 6, 9, 17, 36 sudah sesuai dengan aspek nomer 1?			
7	Apakah items nomor 7, 8, 14, 30, 32, sudah sesuai dengan aspek nomer 2?			

8	Apakah items nomor 5, 11, 21, 22, 34 sudah sesuai dengan aspek nomor 3?			
9	Apakah items nomor 3, 4, 12, 20, 38 sudah sesuai dengan aspek nomor 4?			
10	Apakah items nomor 15, 19, 24, 25, 40 sudah sesuai dengan aspek nomor 5?			
11	Apakah items nomor 2, 10, 23, 27, 28 sudah sesuai dengan aspek nomor 6?			
12	Apakah items nomor 13, 16, 18, 26, 33 sudah sesuai dengan aspek nomor 7?			
13	Apakah items nomor 29, 31, 35, 37, 39 sudah sesuai dengan aspek nomor 8?			

Bandar lampung, September 2017  
Validator

Hermiati, S.Pd

### Form of Construct Validity for Reading Test (Post Test)

Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/1  
Penelaah : Hermiati, S.Pd

Petunjuk pengisian format pengisian butir soal :

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2. Berilah tanda cek (✓) pada kolom “Ya” apabila soal yang di telaah sudah sesuai dengan kriteria
3. Berilah tanda cex (X) pada kolom “Tidak” apabila soal yang di telaah tidak sesuai dengan kriteria
4. Kemudian tuliskan alasan pada ruang catatan atau pada teks soal dan perbaikanya.

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas VIII semester 1?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?			
3	Apakah intruksi dapat dipahami siswa?			
4	Apakah intruksi sudah sesuai dengan aspek yang diukur?			
5	Apakah alokasi waktu sudah cukup?			
6	Apakah items nomor 4, 14, 17, 23, 32 sudah sesuai dengan aspek nomer 1?			
7	Apakah items nomor 6, 8, 16, 27, 29 sudah sesuai dengan aspek nomer 2?			

8	Apakah items nomor 19, 21, 22, 25, 37 sudah sesuai dengan aspek nomor 3?			
9	Apakah items nomor 9, 11, 12, 18 sudah sesuai dengan aspek nomor 4?			
10	Apakah items nomor 3, 10, 15, 35 sudah sesuai dengan aspek nomor 5?			
11	Apakah items nomor 1, 13, 20, 26, 28, 40 sudah sesuai dengan aspek nomor 6?			
12	Apakah items nomor 2, 5, 7, 31, 34, 39 sudah sesuai dengan aspek nomor 7?			
13	Apakah items nomor 24, 30, 33, 36, 38 sudah sesuai dengan aspek nomor 8?			

Bandar lampung, September 2017  
Validator

Hermiati, S.Pd



Homogeneity

]

**Test of Homogeneity of Variance**

	Levene Statistic	df1	df2	Sig.
Based on Mean	.408	1	62	.526
Based on Median	.347	1	62	.558
Based on Median and with adjusted df	.347	1	59.689	.558
Based on trimmed mean	.436	1	62	.511



## Normality

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
experiment	.160	32	.035	.952	32	.160
control	.151	32	.062	.956	32	.209



# Result of hypoppotital

**Group Statistics**

notassu med	N	Mean	Std. Deviation	Std. Error Mean
1	32	19.6875	7.92480	1.40092
2	32	8.5938	5.11708	.90458

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means			
Equal variances assumed	4.454	.039	6.653	62	.000	11.09
Equal variances not assumed			6.653	53.022	.000	11.09



The score of pretest and post test of experimental class and control class

Exsperimental Class			Control Class		
Students code	pretest	post test	Students code	pretest	post test
E-1	50	65	C-1	45	50
E-2	55	75	C-2	50	55
E-3	50	60	C-3	35	40
E-4	50	70	C-4	50	55
E-5	45	75	C-5	45	60
E-6	55	75	C-6	40	50
E-7	50	70	C-7	50	55
E-8	55	70	C-8	45	60
E-9	50	80	C-9	50	60
E-10	60	75	C-10	45	65
E-11	55	80	C-11	65	70
E-12	50	75	C-12	60	65
E-13	55	65	C-13	50	55
E-14	75	80	C-14	50	70
E-15	55	70	C-15	50	55
E-16	65	85	C-16	55	65
E-17	60	75	C-17	50	55
E-18	40	75	C-18	50	55
E-19	65	80	E-19	55	60
E-20	60	70	C-20	35	40
E-21	60	80	C-21	65	75
E-22	65	70	C-22	50	55
E-23	55	80	C-23	50	55
E-24	50	75	C-24	65	75
E-25	50	80	C-25	60	70
E-26	40	75	C-26	55	60
E-27	50	80	C-27	50	65
E-28	60	85	C-28	60	80
E-29	55	70	C-29	60	65
E-30	65	80	C-30	55	60
E-31	70	85	C-19	50	65
E-32	55	75	C-20	65	70